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ABSTRACT

Project ADVANCE sought to strengthen the Adult High School by developing a comprehensive career counseling and referral system that would be integrated into the Adult High School. The project coordinator trained the Adult High School counselors to administer and interpret aptitude testing so that clients would be able to develop their own career goals and plans. A form was developed to facilitate interpretation of the results. (The General Aptitude Test Battery was the most frequently used test.) Assessments were developed so that clients could receive academic credit for these vocational skills: accounting, drafting, graphic arts, stenoscript, shorthand I, shorthand II, typing I, and typing II. A basic skills profile and a vocational skills profile-business practice were developed so that clients would have documentation of their abilities for job placement. A "Job Fair" was held to introduce the community to local employers with job opportunities. Thirteen firms participated, over 300 people attended the "Job Fair," and over 250 people received vocational guidance. (Appendixes, amounting to well over one-half of the report, include the developed assessments and sample report forms for the basic skills and vocational skills-business practice profiles.) (Author/YLB)

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SEMG 859

ED190846

FINAL REPORT

OF

PROJECT ADVANCE

1979-1980

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200 Lake Street
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 132 of Public Law 94-482.

Project Duration: July 1, 1979
Beginning Date

June 30, 1980
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE:

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: South Plainfield Board of Education

ADDRESS: Cromwell Place

South Plainfield, New Jersey 07080

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TELEPHONE NUMBER: (201) 754-4620
(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Project ADVANCE sought to strengthen the Adult High School by developing a comprehensive career counseling and referral system that would be integrated into the Adult High School.

The project coordinator trained the Adult High School counselors to administer and interpret aptitude testing so that clients would be able to develop their own career goals and plans.

Assessments were developed so that clients could receive academic credit for vocational skills. A basic skills profile and a vocational skills profile-business practice were developed so that clients would have documentation of their abilities for job placement.

A successful "Job Fair" was held to introduce the community to local employers with job opportunities. Over 300 people attended the "Job Fair" and over 250 people received vocational guidance.

II. Text

A. Introduction

1. Problem

Like higher gasoline prices and double digit inflation, Americans have grown accustomed to high unemployment. We now speak optimistically of maintaining the jobless level at 5%, a level which not long ago would have triggered an array of federal anti-recession measures. The source of higher unemployment is not difficult to find. Eli Ginzberg, the Columbia University economist who heads the National Commission on Employment Policy, noted in an article in the Scientific American last year that 28 million jobs had been added to the economy in the past quarter century, an increase of almost 50% in the civilian work force. But during that same period, the number of people seeking work increased more rapidly.[1]

Who are the unemployed? Census data gathered by the Middlesex County Employment and Training Administration delineates a number of groups.[2] Black teenagers, lacking both in education and work attitudes, are easily the most vulnerable group. For them prospects in the labor market verge on the brink of disaster. Females, particularly those over thirty who have spent five or more years out of the labor market raising children, face strong obstacles in finding work. Lacking both skills and self-confidence, they find their options limited to menial jobs at minimum wage. The irony of the displaced older worker is that unlike women and teenagers, they possess substantial work experience. Their skills, however, may no longer be marketable and their formal educational training rarely enables them to seek other types of work.

A common shortcoming among these unemployed groups is lack of education.

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[1]New York Times, March 12, 1979.

[2]Employment and Training Data Handbook, Prepared by the Planning Department, Middlesex County, November 1978.

Robert Schranck, former Manpower Commissioner for the City of New York, reports that in a labor force that is becoming increasingly service oriented, education is critical. Census data from the Bureau of Labor Statistics confirms this opinion. Individuals lacking a high school diploma are three times more likely to face unemployment than those who graduate. Translated into dollars, the National Center of Educational Statistics reports that high school graduates earn annually at least 40% more than non-graduates. College graduates command over a $1,000 earning advantage over non-college graduates.[3]

The relationship of education to income and employment should come as no surprise. Historically, all immigrant groups entering this country have looked upon education as a vehicle for upward mobility. Unfortunately, the positive slope of a regression line has too often led educators and students to blindly assume more is always better. The Ph.D. in Renaissance literature may have to settle for Moody's over Dante when it comes to finding work. In a labor market where there are more people than jobs, educational attainment must be tempered by employment prospects. Concomitantly, those who manage adult and post secondary educational programs must recognize that future employment is an important concern of their student population.

Nowhere is this more evident than among the population of adults seeking to earn their high school diploma. The number of participants in adult basic and secondary education more than doubled between 1972 and 1976. Whether enrolled in G.E.D. programs, adult high schools, or college, the adult learner seeks additional education to improve their prospects for employment.

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[3]The Condition of Education 1978, National Center for Educational Statistics, Office of Education.

Recently, the counseling staff at South Plainfield Adult High School surveyed its students to determine why they decided to re-enter school. Two types of responses were outstanding. The first group clearly saw the diploma as essential to continuing their education in college. The second group found the lack of the diploma a real obstacle on the job. As one student wrote, "the lack of my diploma prevented me from (gaining a) promotion".

A common concern of all enrollees in the adult high school is career orientation and job placement. Ninety percent of those surveyed indicated they would like the adult high school to provide counseling and employment information. Fifty percent sought assistance with job placement.

The belief that a high school diploma is the key to improved employment prospects can be substantiated in the marketplace. In a 1973 survey conducted by Walter Hauck, Director of High School Completion for the New Jersey State Department of Education, one hundred randomly selected adults who earned their diplomas were contacted. Hauck found that 33% attributed their promotions to the high school diploma, 17% found new and better jobs and another 25% went on to college.

Employers are more concerned with adequate reading and math skills and have learned that holding a diploma is no guarantee of literacy. Recently, the South Plainfield Adult High School randomly selected twenty-two companies and attempted to establish their educational requirements for entry level jobs. The following table summarizes the results:

TABLE I

COMPANY	NON-COLLEGE JOB OPENINGS	EDUCATIONAL NEEDS
Tingley-Rubber	Machinists	English for the Foreign Born, Reading and Math
Taynton Freight	Clerks	Office Skills, High School Education
Dilly Manufacturing	Factory Work Machinists	High School Diploma is Preferred
Stauffer Chemical	Typists Factory Work	High School Diploma is Preferred - Good Typing Skills
Standard Plastics	Typists Machinists	High School Diploma is Preferred for Inexperienced Applicants
New Jersey Bell	Clerical Operators	High School Diploma Would Help In Examination Process
Beacon Illumination	Sheet Metal Fabricators Welders	Strong Math Skills - Ability and Desire to Learn
Hmieleski	Drivers Equipment Handlers Mechanics	Reading, Writing, Math Skills
Consolidated Freight	Drivers Managers	Drivers Must Pass Written Test - Managers Must Have Diploma
Magnus - Division of Economics	Draftsmen Clerical Sales	High School Diploma - OK Equivalent Typing Skills Aptitude Test Administered
Ingersol Rand	Office	High School Diploma or Equivalent
Hall Motor Transit	Drivers	None - Must Be A Good Driver
Rickel Home Centers	Office Bookkeeping Keypunchers	Most Jobs Require A High School Diploma

COMPANY	NON-COLLEGE JOB OPENINGS	EDUCATIONAL NEEDS
Modulume Industries	Factory Work	Diploma Asked For - Not Required
Ayerst Lab.	Clerical	Good Clerical Skills - High School Diploma Not Emphasized
Arm-R-Lite Doors	Factory Workers	No Formal Educational Needs
David Smith Steel	Clerical Sales Factory	High School Diploma Required For Office - Encouraged For All Others
Kentile Floors	Factory Work Office	High School Diploma Required For All But Factory Work
Barclay Brand Corp.	Clerical Mechanics Factory	Clerical and Mechanics Need High School Diploma - Not Required For Factory Work But Most Have It
Eco Pump	Machinists Blueprint Readers Office	Good Math, English, Reading Skills
Imports East Corporation	Office	High School Diploma Preferred - Good English
Albert Verley Co.	Office	High School Education Is Important - Basic Reading and Math

Much to our surprise, most of the employers did indicate a preference for the high school graduate. Experience and skill were the most critical requirements, but employers consistently preferred a high school education. As one employer stated it, "if their attendance was poor in school, if they left early, these same problems carry over to the job". Particularly, where the applicant is inexperienced, high school completion can serve as a valuable recommendation.

Despite this rather obvious connection between education and work, educational institutions have been notoriously lax in dealing with the career and employment needs of students. Colleges continue to produce elementary teachers and liberal arts graduates at an alarming rate. None of the current thirty-six adult high schools in New Jersey provide assistance with careers. Nowhere is the gap between education and work more harmful. Career planning and academic preparation are not separate activities in one's adult life. The evidence we have gathered strongly suggests that the undereducated adult sees educational attainment as the key to job advancement. Unfortunately, they are left to their own devices in mapping out a realizable career goal.

What linkage that does exist between the adult school and the workplace is limited. Grades, like the diploma itself, are regarded with suspicion by the prospective employer. What does a B in English Composition or Everyday Math mean in terms of performance? If a student has some skills in a vocational technical area or is working towards one, how do we communicate their capabilities to the employer? Thus, even where the adult high school does actively communicate with employers, we fail to provide them with information that can be translated into a measure of job success.

2. Objectives

Project ADVANCE served approximately 250 adults currently enrolled in the Adult High School. An additional 100 adults who participated in adult school programs also participated. The goal of the project was to develop a comprehensive career counseling and referral system that would be integrated into the Adult High School. This included the development of assessment packages in which skills learned on the job would be translated both into high school credit and a meaningful profile for the employer. Secondly, we would write individual educational plans based upon the career goals of the adult. Finally, the development of a Basic Skills Performance Profile to document reading, writing and mathematical skill in terms of meaningful work contexts. We anticipated completing the following objectives:

1. By June 30, 1980, state approved assessment packages for awarding high school credit will be completed in the following areas: Typing, Shorthand, Speedwriting, Bookkeeping, Accounting, Auto Mechanics, Data Processing, Drafting, Graphic Arts and Metal Trades.

2. By June 30, 1980, a Student Vocational Skill Profile will be developed for each of the above skill areas, with an ongoing system for individual assessment.

3. By June 30, 1980, a Basic Skills Performance Profile will be developed to accompany all student referrals to employers.

In addition to providing an important service to the residents of Middlesex County seeking to expand their employment prospects through the high school diploma, Project ADVANCE addressed a number of state priorities. It provided high quality vocational education to such diverse populations as the economically disadvantaged, dropouts and chronically unemployed. It developed assessment techniques for measuring student attainment of career and vocational competencies. Finally, the development of both the assessment packages and profiles will facilitate participation of labor and industry in adult high school programs.

Counseling in the Adult High School has traditionally dealt with the prior educational experiences of the client. The counselor then contacts these institutions and determines how many credits the adult has earned toward the high school diploma. Information such as career goals, employment history and job skills are not considered in this process. Under Project ADVANCE, the Adult High School counselor played a more active role in this area. As we award credit for demonstrated job skills, the intake interview now covers employment history. Developing a plan to earn the high school diploma now means for many clients developing a career goal. The final educational plan that is developed reflects both the learning style and career plans of the adult.

3. Recent Related Research

The rather haphazard career selection process most adults have experienced has been extensively reviewed in recent times. Non-psychological theories of vocational choice are those which attribute choice phenomena to the operation of some system which is external to the individual.[4] The individual enters an occupation solely because of the operation of environmental factors which may determine his course of action such as, accident or contingency factors and economic factors.

The accidental theory of vocational choices is the undereducated adult's answer for how he/she entered an occupation. As the counselors at South Plainfield Adult High School found, undereducated adults see their present position as a matter of chance. They did not deliberately choose to enter their current profession. It came about as a matter of unforeseen circumstances. Consider the case of Mary. At 39, her husband died leaving her with three children and no real means of support. Raising children all of her life, she brought no particular skill to her search for work. Without a high school diploma,

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[4]John O. Crites, Vocational Psychology, (New York: McGraw Hill Co.,1969) pgs. 77-109.

she was also suspect even for many unskilled jobs. Mary now works in a metal factory punching holes in brackets for suspended ceilings. Her quest for the high school diploma is strongly founded in the belief that only through education will she escape her factory job.

Economic considerations are also crucial to many employment experiences of the undereducated adult. Joe was a chronic truant while in high school, who abandoned his formal education shortly after his sixteenth birthday. Times were good when he left school to take a job as an assembler in a local steel plant at $4.00 per hour. Four years later Joe's income had not changed much, and the job that seemed an escape at sixteen became a trap at twenty. Going nowhere and unable to make a move upward without the diploma, he enrolled in a G.E.D. program. He hopes eventually to enter a technical school and become a diesel mechanic.

Our brief case studies are hardly a random sample of the undereducated adult's experience with career selection. There is, however, a strong relationship between lack of education and the degree to which accidents and external contingencies influence an individual's occupation. The economic costs of these career "non-decisions" are plain. Unemployment, low pay, and the constant threat of layoffs are problems earlier documented. The psychological consequences are more difficult to quantify but nevertheless serious.

Super, Ginzberg et al are among many theorists who believe work is a method of implementing self-concept. Super, in particular, sees the adult choosing to enter the occupation most likely to permit self-expression.[5]

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[5]Donald E. Super, "A Theory of Vocational Development", American Psychologist, Vol. 8, 1953, pgs. 189-190.

Many psychodynamic theorists, such as Levinson, regard the dysfunctional conditions of the work force, poor attendance, shoddy workmanship as well as interpersonal friction as related to job dissatisfaction.[6] Whatever the root causes of these problems, the undereducated adult like any worker cannot separate self-concept from the workplace. They return to school hoping to plan for careers they either forfeited or were denied by external circumstances years ago. What services should the adult high school offer its students in planning new careers?

Fortunately, there is an extensive literature on successful career management models. Hansen and Tennyson state in "A Career Management Model for Counselor Involvement" that there has been a gradual recognition that the counselor can take an active role in helping individuals become "conscious career managers".[7] If adult high school counselors are to take advantage of the opportunity to shape and influence their clients career decisions, they need a framework of intervention consistent with their primary concern of helping the adult earn a high school diploma.

Robert H. Dolliver and Richard E. Nelson believe there are three approaches valuable in meeting the client's needs:[8] (1) Occupational information is necessary for the client to envision the world of alternatives. Books such as Working allow the client to learn about the day to day demands of occupations and, in particular, the frustrations. (2) Values clarification requires that the client sort out what they consider worthwhile in their lives.

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[6]Harry Levinson, "The Functional Executive", Montor, New York, 1972.

[7]Lorraine Sundal Hansen and W. Wesley Tennyson, "A Career Management Model for Counselor Involvement", Personnel and Guidance Journal. 53:9 (May, 1975) pgs. 15-17.

[8]Robert H. Dolliver and Richard E. Nelson, "Assumptions Regarding Vocational Counseling", The Vocational Guidance Quarterly. 24:1 (September, 1975) pgs.12-18.

Sometimes this involves formal assessments using an interest battery like the Strong-Campbell. Workshops, seminars and lectures also serve to support the client in accurately evaluating abilities and interests. (3) Decision making involves more than choosing a type of work. It is more appropriately a total process of constantly refining a vocational goal. Berger believes that much anxiety arises when students and even professionals imply that there is but one grand and final vocational choice.[9] Successful vocational counseling is a focusing process in which clients discard some alternatives and select others.

The term vocational counselor is really a misnomer. Work is such an encompassing element of an adult's life that it is inconceivable one could counsel and not deal with work. Nuckols and Banducci note that most individuals in our society express an ongoing and active concern with occupations.[10] For most people, a major portion of their life is spent in the work force. An important decision and a source of considerable anxiety is making appropriate choices about work.

Unfortunately, what people need is not always what large organizations can provide. Educational organizations have traditionally avoided career counseling. A recent survey of the two year colleges in the state revealed that more than half of these institutions have inadequate career counseling programs.[11] If an educational institution has the resources to appoint one or more individuals as full-time career counselors, there is the possibility of effective career programming. Unfortunately, such programs are given low priority when funds and staff are limited.

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[9]Emanuel M. Berger, "Vocational Choices in College", Personnel and Guidance Journal. 45:9 (May, 1967) pgs. 888-894.

[10]Troy E. Nuckols and Raymond Banducci, "Knowledge of Occupations. Is It Important in Occupational Choice?", Journal of Counseling Psychology. 21:4 (April, 1974) pgs. 191-195.

[11]Sharon Katz, "A Design for a Career Counseling Service for the Community College", unpublished Master's Thesis, Kean College of New Jersey, 1978.

The future of career programs at all levels hinges on integrating career counseling with the other counseling tasks of the organization. Adult high schools invest considerable counseling time in adjudicating the client's transcripts and mapping out plans for earning the high school diploma. Ironically, credit is awarded for work experiences, but there is no system for dealing with career needs. Lacking any structure, discussion of career plans often fall victim to a counselor's busy schedule. The counselor lacks materials, employer contacts and any systematic career assessment procedures.

Examples of successful assessment activities are not hard to find. Currently, adult high schools throughout the state are beginning to develop means of awarding credit for skills learned in the workplace. An auto mechanic who seeks a high school diploma may be able to earn credit if he can demonstrate to a certified instructor that he possesses the skills required to pass an auto mechanic's course at the high school. If the student can demonstrate to a certified instructor his mastery of various mechanical skills, the counselor ought to be able to communicate to prospective employers the client's skills.

At least one of our county vocational schools has attempted to better communicate their students' skills to prospective employers. The Hunterdon County Vocational Profile Forms have received wide publicity and acceptance. Seventeen different occupations are mapped out in detail, describing the hours of instruction and the student's level of proficiency. The employer can tell immediately just what a student can do.

Unfortunately, the form has two major limitations. The first is that only two profiles have been specifically designed for adults. The forms detail skills typically taught in vocational school programs over several years. Adults bring skills learned on the job that are simply not taught in vocational schools. More

importantly, the skills assessed in the profiles are tested over several years. Unless an adult were to actually enroll in a vocational technical school, it is unlikely such a comprehensive assessment would be possible.

Another limitation of the skills profile is that it does not address basic reading and math skills. This is not a problem for students enrolled in a county vocational school whose admission to the program was based on a competitive examination. The undereducated adult's reading and math skills are often weak. Our surveys clearly indicated that the employers want some certification of the adult's reading and math ability.

B. Body of Report

1. Procedures Used

The project coordinator's activities consisted of:

a. Developing assessment packages

b. Developing profiles:
   Basic Skills
   Vocational Skills, Business Practice

c. Establishing career and vocational counseling procedures for the Adult High School

d. Training the Adult High School's counseling staff

e. Conducting individual and group counseling sessions for students

f. Developing linkage with the business community of South Plainfield

g. Organizing a "Job Fair" for the adult population

h. Conducting dissemination activities

The following are some of the highlights of Project ADVANCE:

1. After meeting with the Adult High School staff to discuss the skills their clients possessed for which they wanted academic credit, the following assessments were developed: Accounting, Drafting, Graphic Arts, Stenoscript, Shorthand I, Shorthand II, Typing I and Typing II. (See Appendix I)

2. A great deal of time was spent on developing a Basic Skills Profile. Employers would like to know that their employees can read, write and possess basic computational skills. It was necessary to identify the specific skills that are necessary for successful job performance. We went to the sites where our counselors provided academic support with a list of various abilities in the general areas of computation, reading and writing and asked the instructors to check off those skills that they felt were important. The following sites provided us with information on successful completion of training programs as well as successful job performance:

   Associated Business Careers School
   Puerto Rican Action Board
   Delehanty Institute
   Middlesex County College

   From this information the Basic Skills Profile was developed. Either the instructors at the sites or the counselors from information gained from assessments administered can fill out the profiles for the graduates of the Adult High School. This profile becomes a valuable reference at a job interview. (See Appendix II)

3. There is much demand in this area for workers with office skills. Again we went to our academic sites as well as to local employers to develop a Vocational Skills Profile-Business Practice. We have made it possible for our graduates to document their skills in a form that is acceptable to employers. (See Appendix III)

4. The counselors have referred their clients to the project coordinator for career and vocational counseling. A simple form was designed to facilitate the initial interview. It is necessary for people to have information about their abilities so that they may develop their career goals. The coordinator began to administer aptitude testing in group sessions. As the requests increased, the project coordinator conducted workshop sessions to train the counselors both in administering, scoring and interpreting aptitude testing. The test most frequently used was the General Aptitude Test Battery and the

necessary forms were signed with the Department of Labor for the test administration and interpretation. A form was designed to facilitate the interpretation of the results. (See Appendix IV)

5. During the year the project coordinator developed linkage with the business and industrial community of South Plainfield. She was asked to address the Rotary Club and attended several meetings of the Plainfield/South Plainfield Chamber of Commerce. The topic was always "Cooperation Between School and Industry".

   Local companies have called in their job openings. Even in today's recession with a declining job market, there are many job openings in the South Plainfield area. Some of these jobs require skills but many do not. Too often, however, there were not the people available to fill these openings. Many of the clients coming in for vocational assistance either were not yet ready for employment or were not willing to accept referral for the kinds of employment suitable for their skills.

   The project coordinator decided that the best way to bring employers together with prospective employees was to hold a "Job Fair". The atmosphere would not be threatening because adults would be able to speak to personnel officers about the opportunites available without the pressure of an interview. If desired, an interview could be arranged.

   Local newspapers' classified sections were carefully checked and those companies consistently seeking to fill entry-level job openings were invited to attend. On May 15, 1980, a "Job Fair" was held in the Media Center of South Plainfield High School. Circulars about the Fair were distributed to all of the classes of the Adult High School as well as to all the seniors in the day high school. There were advertising and press releases in the local newspapers. (See Appendix V)

   The "Job Fair" was a huge success. Thirteen firms participated and over 300 people attended. Thirty-five percent of the people attending came away with appointments for additional interviews and all but one of the firms attending asked to participate in the next "Job Fair". (See Appendix VI)

2. Findings

We were not able to meet all of our objectives. The money for consultant assistance for development of assessment packages and profiles was deleted from the grant. We also found that we did not have the demand for all the assessments we originally had anticipated. The project coordinator did get those assessments developed for which we do have a demand. All of our Adult School teachers are willing to serve as assessors so we have a list of assessors.

3. Interpretation of Findings

We anticipated a larger request for assistance in job placement so that profiles would be in demand. This was not so. We have developed the model of the Adult High School and it is a good one. The Adult High School went through an external evaluation during the spring of 1980 and was found to be of high overall quality. Our two profiles, Basic Skills and Business Practice will be used commencing SY 1980-81. The teachers like them because they reinforce standards that will make our graduates eminently employable. Students like them because their skills can be documented.

4. Dissemination Activities

In addition to the workshops held to train the counselors in aptitude testing so that they could assist their clients in goal clarification and cover planning, the project coordinator and the Adult High School staff made a presentation at the annual conference of the New Jersey Adult Educators held in Cape May, New Jersey on May 6-8, 1980. The topic was "Adult High School, A Humanistic Educational Approach" and was well received by those attending.

The project coordinator conducted a graduate class this spring on accountability in Career and Vocational Education. The class was sponsored by Jersey City College and the 17 participants earned 3 graduate credits. Two staff members of the Adult High School were among the participants.

5. Strategies or Activities Employed to Eliminate Sex Bias and Sex Role Stereotyping

In the fall of 1979, the project coordinator conducted a class on Careers that has become part of the regular offerings of the Adult High School. Most of the participants were women. After they learned their strengths and abilities, they were presented with current job information regardless of traditional male/female roles. Employment seeking skills were emphasized which included resume writing and techniques of the job interview. Unfortunately, in South Plainfield most of the women still see themselves in traditional jobs. They cannot yet fully understand the desirability of working in those areas for which they have the talents and abilities regardless of sex. There were a few women, however, who did set their job horizons a little higher as a result of their involvement with Project ADVANCE.

C. Summary

1. Conclusions - Recommendations

Job placement services should be provided on a more structured basis. Those students interested should be encouraged to sign up and they should be given assistance in job seeking skills. The job placement office should be held during daytime hours because that is when appointments can be made with personnel departments. When this demand increases vocational profiles should be developed in appropriate areas. Career guidance and ability testing should continue to be available, as it is important for people to know their abilities as well as their weaknesses.

APPENDIX I

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Accounting I

Century 21 - Accounting-Elementary Course. Boynton, Swanson, Carlson & Forkner
Southwestern Publishing Co.

Passing Grade D
(Test score 147-177)

Criteria

Time allotted - 2 hours

Perfect Score - 270

A = 240 - 270
B = 209 - 239
C = 178 - 208
D = 147 - 177

Who may administer and score assessment and materials necessary:

A certified accounting instructor is to administer and score assessment.

Date assessment administered: _____

Grade: _____

_____ _____
Client Evaluator

SECTION A — RECORDING TRANSACTIONS IN SPECIAL JOURNALS (167 points)

Duane Eberhardt owns and operates DE Clothiers, a wholesale men's clothing outlet. He opened a new set of books on October 1 of the current year. Under the new accounting system, each transaction is to be recorded in one of five special journals. During the month, Mr. Eberhardt recorded his business transactions in a purchases journal, a sales journal, a cash payments journal, a cash receipts journal, and a general journal. The items appearing below are some of the transactions completed by DE Clothiers during October of the current year.

INSTRUCTIONS: 1. For each transaction, first determine the journal in which it should be recorded. Then record the transaction in that journal. The journal forms that you are to use are provided on the next two pages.

19--
Oct. 1 — As a memorandum entry, record a $4,600.00 cash balance.

1 — Paid October rent, $250.00. Check No. 101.

3 — Received cash on account from Jerold's Men's Store, $392.00, covering Sales Invoice No. 27 for $400.00 less a 2% discount of $8.00. Receipt No. 73.

5 — Purchased merchandise on account from B & B, Inc., $1,580.00. Purchase Invoice No. 48.

6 — Bought supplies for cash, $25.00. Check No. 102.

7 — Recorded cash sales for the week, $1,800.00. Cash Register Tape No. T7.

9 — Sold merchandise on account to Ray T. Bear, Inc., $250.00. Sales Invoice No. 63.

10 — Purchased merchandise for cash, $200.00. Check No. 103.

10 — Granted credit to William T. Anderson, Ltd., for merchandise returned, $38.00. Credit Memorandum No. 14.

12 — Issued check to establish a petty cash fund, $200.00. Check No. 104.

14 — Issued check to the owner, Duane Eberhardt, for a cash withdrawal for personal use, $50.00. Check No. 105.

15 — Bought supplies on account from Jiffy Supply Company, $60.00. Memorandum No. 59.

16 — Paid cash on account to Dustman, Inc., $200.00; no discount. Check No. 106.

18 — Issued check to increase the size of the petty cash fund, $50.00. Check No. 107.

19 — The owner, Duane Eberhardt, withdrew merchandise for personal use at cost, $35.00. Memorandum No. 60.

19 — Sold merchandise on account to Jerold's Men's Store, $150.00. Sales Invoice No. 64.

20 — Received on account from Benson & Besnette, $250.00, covering Sales Invoice No. 32 for $250.00; no discount. Receipt No. 74.

22 — Discovered that a sale on account to Baxter & Boggs was incorrectly posted to Benson & Besnette's account, $280.00. Memorandum No. 61.

24 — Received cash from the owner, Duane Eberhardt, as an additional investment in the business, $500.00. Receipt No. 75.

26 — Paid cash on account to Massey, Inc., $1,176.00, covering Purchase Invoice No. 32 for $1,200.00 less a 2% discount of $24.00. Check No. 108.

28 — Returned merchandise to Stricklin & Company, $80.00. Debit Memorandum No. 8.

29 — Purchased merchandise on account from Menzel, Inc., $1,500.00. Purchase Invoice No. 49.

31 — Issued check to replenish the petty cash fund. Payments made from the fund were for Supplies, $20.00, for Sales Returns and Allowances, $8.00, for Delivery Expense, $45.00, and for Miscellaneous Expense, $28.00. Check No. 109.

INSTRUCTIONS: 2. Total and rule the purchases journal and the sales journal.

3. Foot, prove, total, and rule the cash payments journal, the cash receipts journal, and the general journal.

PURCHASES JOURNAL

PAGE 10

	DATE		ACCOUNT CREDITED	PURCH NO.	POST. REF.	PURCHASES. ACCTS. PAY. DR. CR.	
1							1
2							2
3							3
4							4
5							5

SALES JOURNAL

PAGE 10

	DATE		ACCOUNT DEBITED	SALE NO.	POST. REF.	ACCTS. REC. DR. SALES CR.	
1							1
2							2
3							3
4							4
5							5

CASH PAYMENTS JOURNAL

PAGE 10

	DATE		ACCOUNT TITLE	CHECK No.	POST. REF.	1 GENERAL DEBIT	2 GENERAL CREDIT	3 ACCOUNTS PAYABLE DEBIT	4 PURCHASES DISCOUNT CREDIT	CASH CREDIT	
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10
11											11
12											12
13											13
14											14
15											15

CASH RECEIPTS JOURNAL

PAGE 10

	DATE	ACCOUNT TITLE	Rec. No.	Post. Ref.	1 GENERAL DEBIT	2 GENERAL CREDIT	3 SALES CREDIT	4 ACCOUNTS RECEIVABLE CREDIT	5 SALES DISCOUNT DEBIT	6 CASH DEBIT	
1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10
11											11
12											12
13											13
14											14

GENERAL JOURNAL

PAGE 10

	1 ACCOUNTS PAYABLE DEBIT	2 GENERAL DEBIT	DATE	ACCOUNT TITLE	Post. Ref.	3 GENERAL CREDIT	4 ACCOUNTS RECEIV. CREDIT	
1								1
2								2
3								3
4								4
5								5
6								6
7								7
8								8
9								9
10								10
11								11
12								12
13								13
14								14
15								15
16								16
17								17
18								18
19								19

SECTION B — WORK SHEET FOR A MERCHANDISING BUSINESS (45 points)

The Heading and the Account Title, Acct. No., and Trial Balance columns of the work sheet for the Salazar Book Store have been completed.

INSTRUCTIONS: Complete the work sheet for the month ended December 31, 19——. The ending inventory figures that you will need are these: Merchandise, $8,840.00; Supplies, $80.00; and Insurance, $120.00.

Salazar Book Store

Work Sheet

For Month Ended December 31, 19—

	ACCOUNT TITLE	ACCT. NO.	TRIAL BALANCE DEBIT	TRIAL BALANCE CREDIT	ADJUSTMENTS DEBIT	ADJUSTMENTS CREDIT	INCOME STATEMENT DEBIT	INCOME STATEMENT CREDIT	BALANCE SHEET DEBIT	BALANCE SHEET CREDIT	
			1	2	3	4	5	6	7	8	
1	*Cash*	*11*	830 00								1
2	*Accounts Receivable*	*12*	400 00								2
3	*Merchandise Inventory*	*13*	8 200 00								3
4	*Supplies*	*14*	90 00								4
5	*Prepaid Insurance*	*15*	160 00								5
6	*Accounts Payable*	*21*		980 00							6
7	*Ben Salazar, Capital*	*31*		5 450 00							7
8	*Ben Salazar, Drawing*	*32*	80 00								8
9	*Income and Expense Summary*	*33*									9
10	*Sales*	*41*		6 220 00							10
11	*Purchases*	*51*	2 840 00								11
12	*Insurance Expense*	*61*									12
13	*Miscellaneous Expense*	*62*	50 00								13
14	*Supplies Expense*	*63*									14
15			12 650 00	12 650 00							15
16											16
17											17
18											18
19											19
20											20
21											21
22											22

Page 4 of 8 pages

25.

PROBLEM TEST NO. 3

SECTION C — INCOME STATEMENT FOR A MERCHANDISING BUSINESS (28 points)

INSTRUCTIONS: **On the form provided, complete the income statement for the Salazar Book Store.**

Salazar Book Store

Income Statement

For Month Ended December 31, 19--

SECTION · PREPARING A BALANCE SHEET (24 points)

Use the form provided.

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Drafting & Blue Print Reading

This assessment is teacher made by John Lartaud, N.J. certified mechanical drawing teacher and assisted and complied by Walter J. Macak, N.J. certified industrial arts teacher.

Passing Grade C

Criteria

Part I	Basic drawing exam. - on the day school percentage scale the student must get a score of C.	½ hour
Part II	Student will be given drawing equipment and the use of a drawing table. Can select and complete pages no. 7-8-9, construction completion problems.	½ hour
Part III	In a ½ hour, complete (1) on sheet 53 or 81.	½ hour

Who may administer and score assessment and materials necessary

A certified teacher of mechanical drawing

Date assessment administered _____

Grade _____

_____ _____
Client Evaluator

BASIC DRAWING

Define the following:

1. Visible Line -

2. Hidden Line -

3. Section Line -

4. Center Line -

5. Scale -

Please answer the following questions by sketches or with written answers.

6. What is Orthographic Projection?

7. What overall dimensions are represented on a front view?

8. What overall dimensions are represented on a side view?

9. At what angles are isometric lines drawn?

10. What is an auxiliary view?

11. Why do you draw auxiliary views?

12. How do you draw curves in auxiliary views?

13. Why do you draw section views?

14. What is a full section?

15. What is a half section?

16. What is cutting plane line?

17. What is a revolved section?

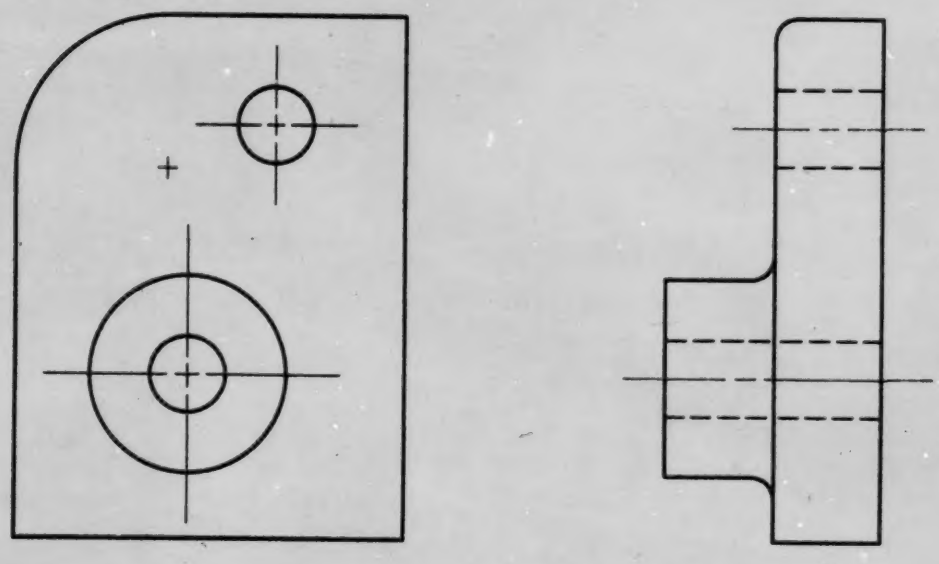
18. What is a removed section?

19. Why do you dimension drawings?

20. Draw a two inch isometric tube, and draw the three ellipses using the four center method.

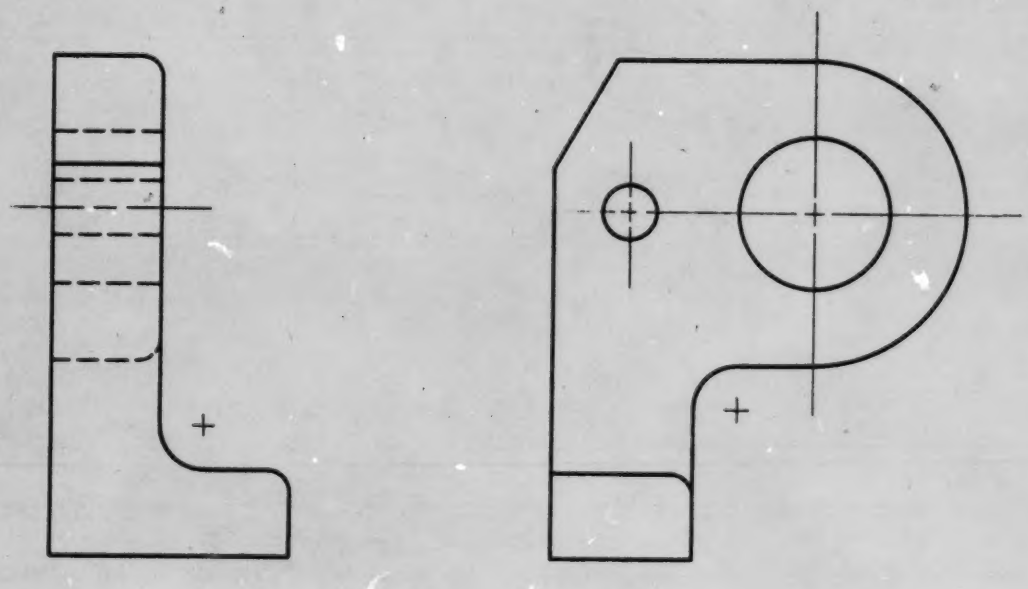
DIMENSIONING

1



SCALE: 1"=1"

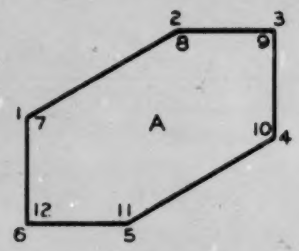
2



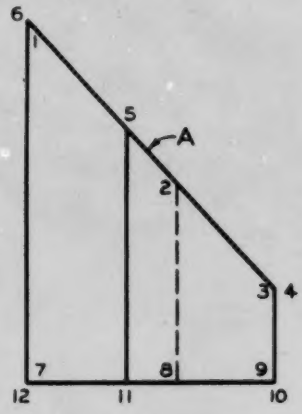
SCALE: $\frac{1}{2}$"=1"

SECTION	DRAWN BY:		SHEET 81

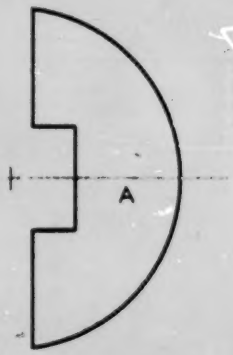
AUXILIARY VIEWS



MOULDING
Draw auxiliary view of entire object showing true size of surface A.

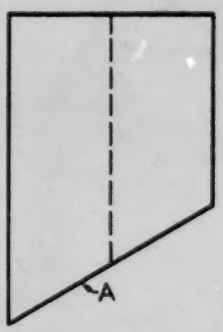


1



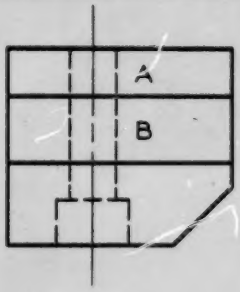
BEVELED SUPPORT
Draw auxiliary view of entire object showing true size of surface A.

2

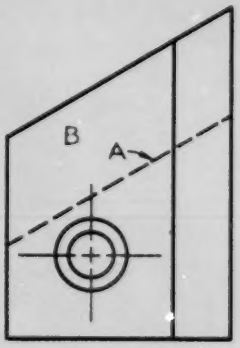


ADJUSTABLE SLIDE
Draw auxiliary view of entire object showing true size of surface A.

3



Dimension required angle in degrees.

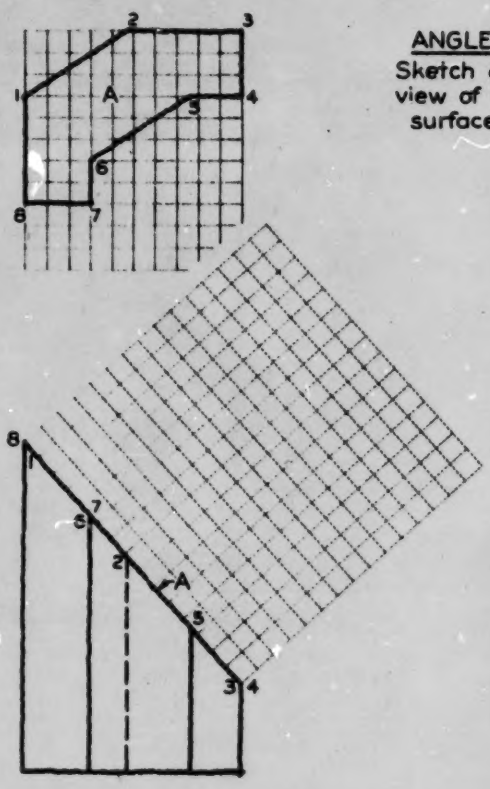


GUIDE BLOCK - Draw auxiliary view of entire object showing true angle between surfaces A and B.

4

SECTION	DRAWN BY:		SHEET 53

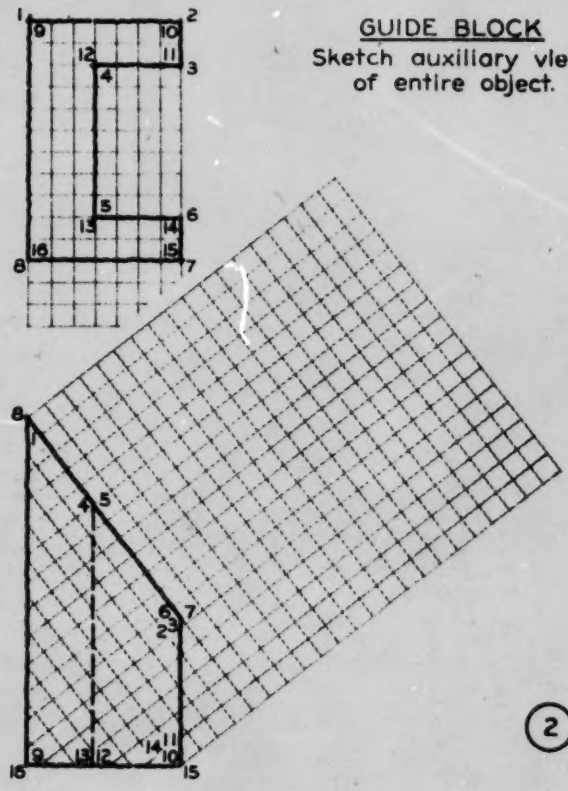
AUXILIARY VIEWS



ANGLE CLIP

Sketch auxiliary view of inclined surface A only.

1



GUIDE BLOCK

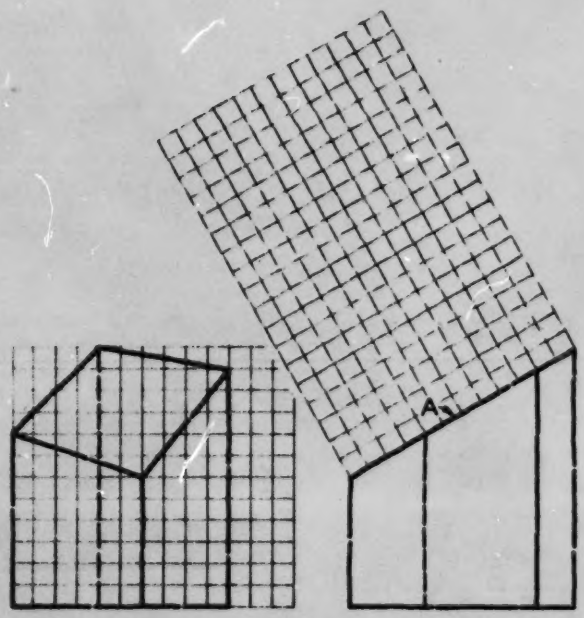
Sketch auxiliary view of entire object.

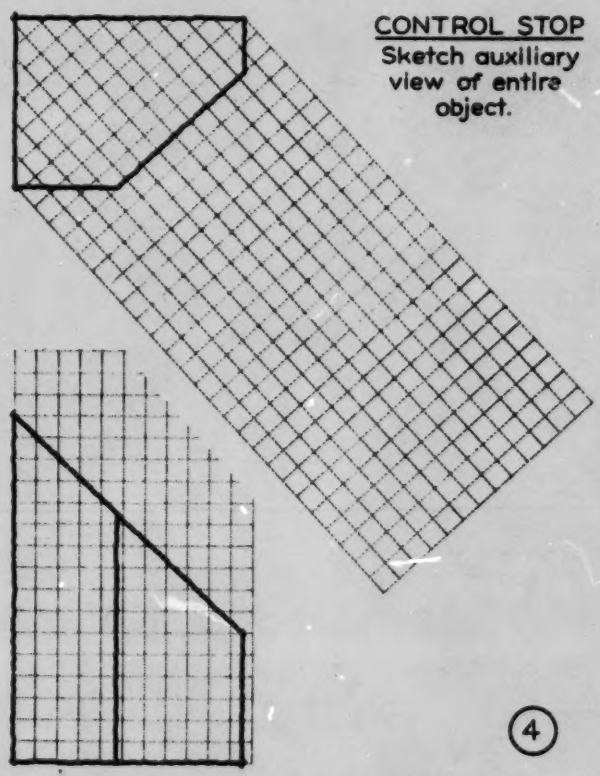
2

3

WEDGE

Sketch auxiliary view of surface A only.





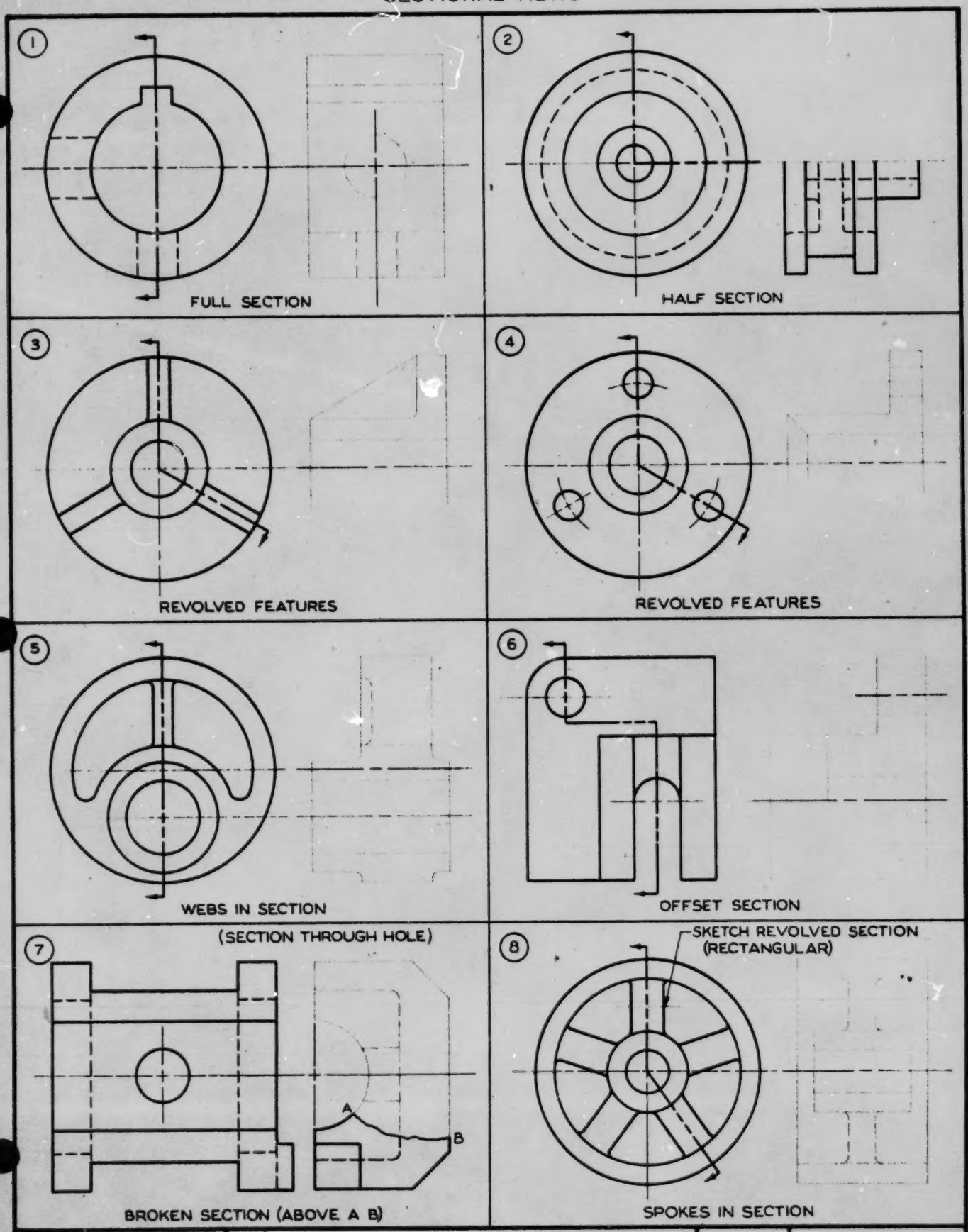
CONTROL STOP

Sketch auxiliary view of entire object.

4

SECTION	DRAWN BY:	35		SHEET 52

SECTIONAL VIEWS

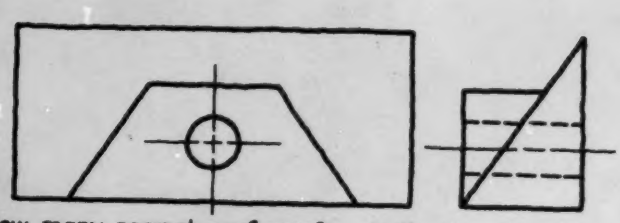


SECTION	DRAWN BY: 36		SHEET 41

MISSING VIEWS

1

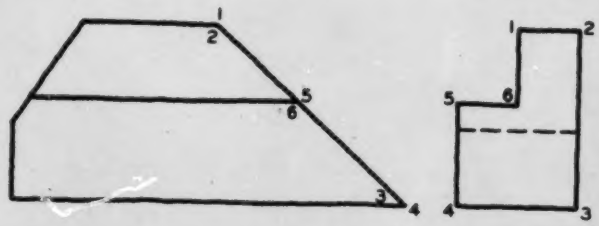
LOCATOR



How many normal surfaces ? ___ Inclined surfaces ? ___

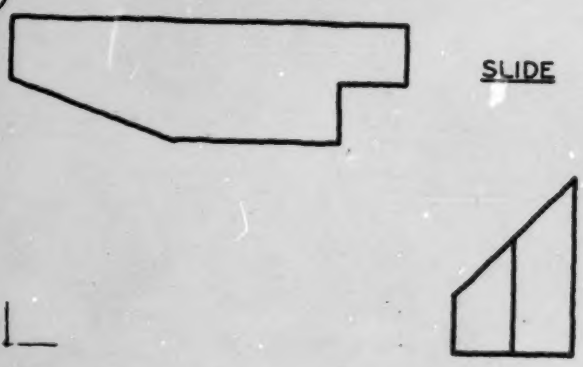
2

WEDGE



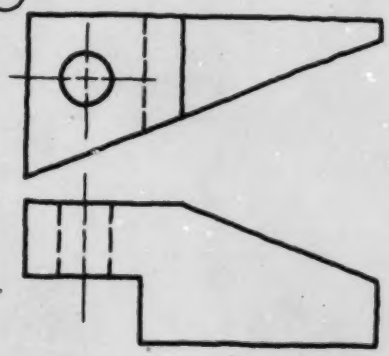
3

SLIDE



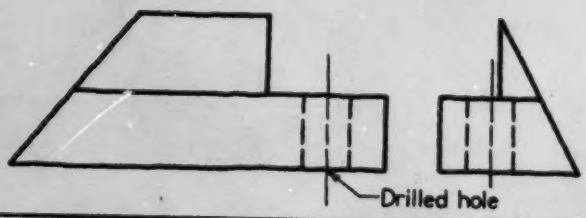
4

FINGER



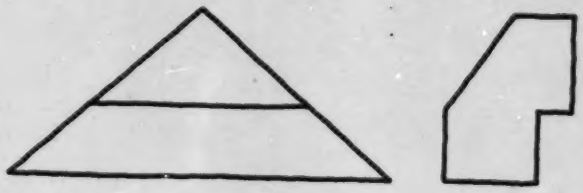
5

ANGLE GUIDE



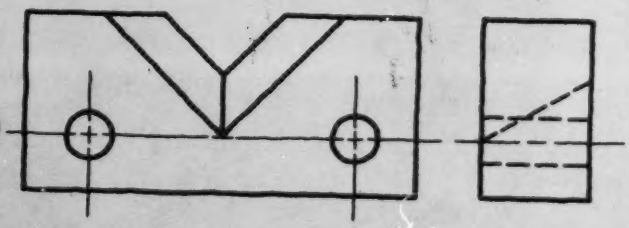
6

BEVEL BLOCK



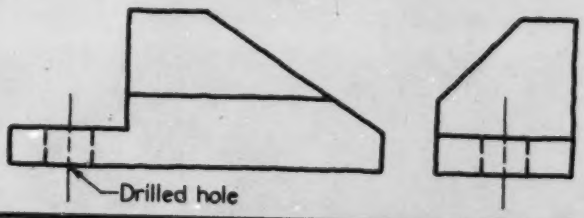
7

V-BLOCK



8

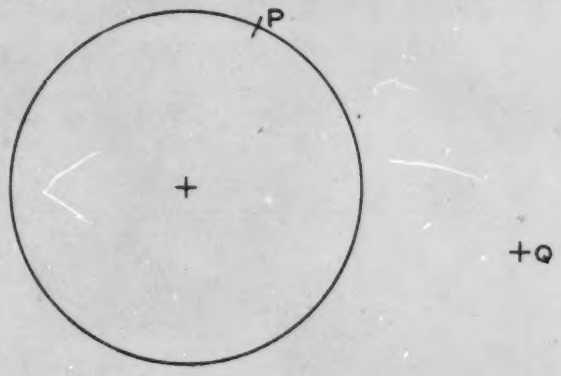
TERMINAL



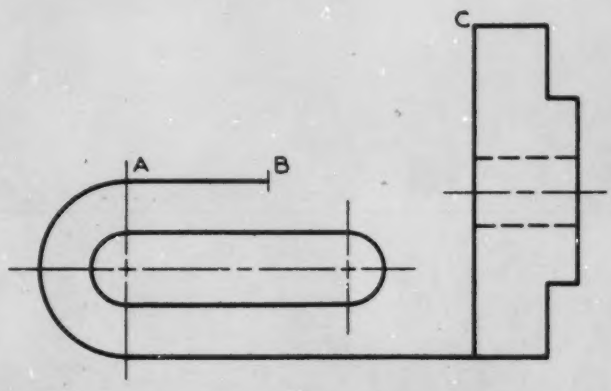
SECTION	DRAWN BY:		SHEET 30

GEOMETRY OF TECHNICAL DRAWING-TANGENCIES

(1) DRAW TANGENT TO CIRCLE AT POINT P AND TANGENT FROM Q TO LOWER PORTION OF CIRCLE

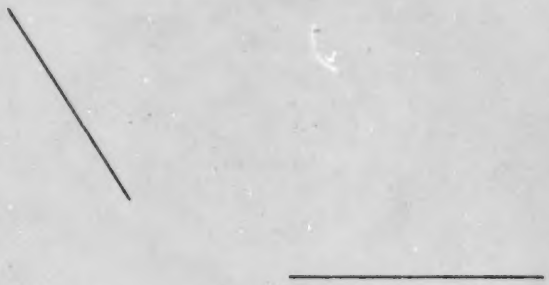


(2) DRAW ARC TANGENT TO LINE AB AT B, AND THROUGH POINT C



(3) DRAW ARC OF 1¼" RADIUS TANGENT TO GIVEN LINES. SHOW CONSTRUCTION FOR POINTS OF TANGENCY.

(4) DRAW ARC OF 2" RADIUS TANGENT TO GIVEN LINES. SHOW CONSTRUCTION FOR POINTS OF TANGENCY.



(5) DRAW ARC OF 1.50" RADIUS TANGENT TO GIVEN LINES. SHOW CONSTRUCTION FOR POINTS OF TANGENCY.

(6) DRAW ARC OF 1.20" RADIUS TANGENT TO GIVEN LINE AND ARC. SHOW CONSTRUCTION FOR POINTS OF TANGENCY.

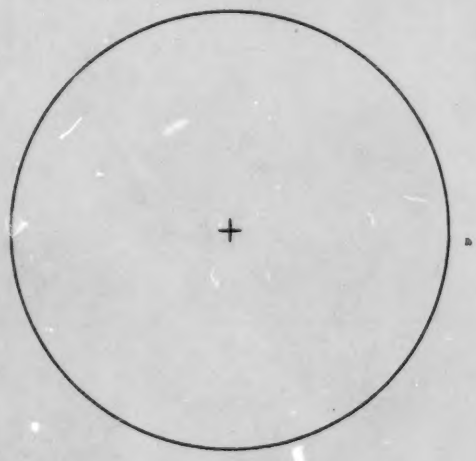
SECTION	DRAWN BY:		SHEET 9

GEOMETRY OF TECHNICAL DRAWING

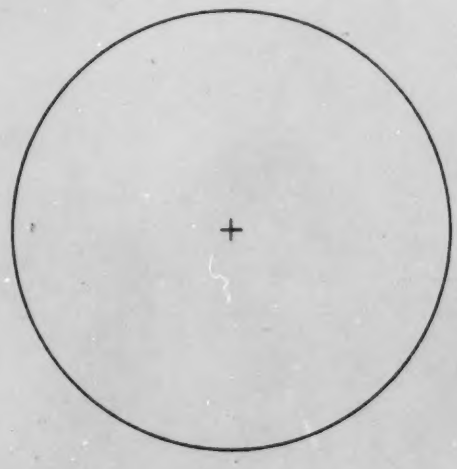
(1) CONSTRUCT EQUILATERAL TRIANGLE UPON AB AS THE BASE.

(2) CONSTRUCT SQUARE UPON CD AS THE BASE.

(3) INSCRIBE REGULAR PENTAGON IN CIRCLE.



(4) INSCRIBE REGULAR HEXAGON IN CIRCLE.



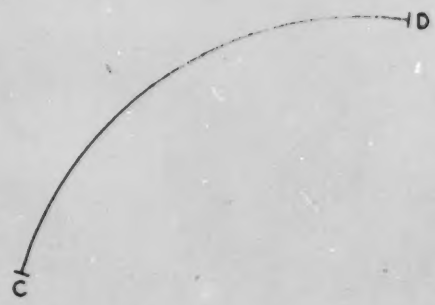
(5) DRAW REGULAR HEXAGON 2" ACROSS FLATS

(6) DRAW REGULAR OCTAGON IN SQUARE

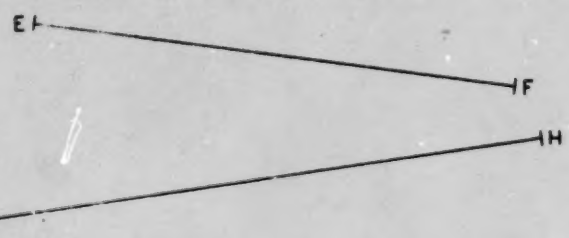
SECTION	DRAWN BY:	39		SHEET 8

(1) BISECT LINE AB. (USE COMPASS)

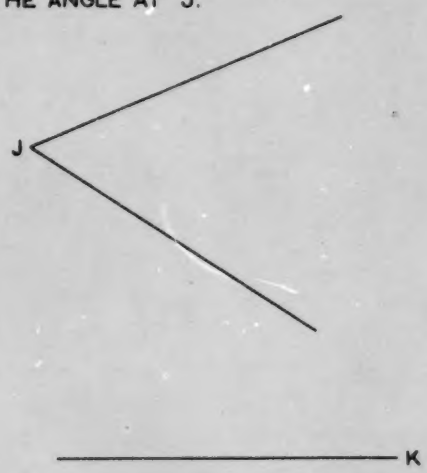
(2) BISECT ARC CD. (USE COMPASS)



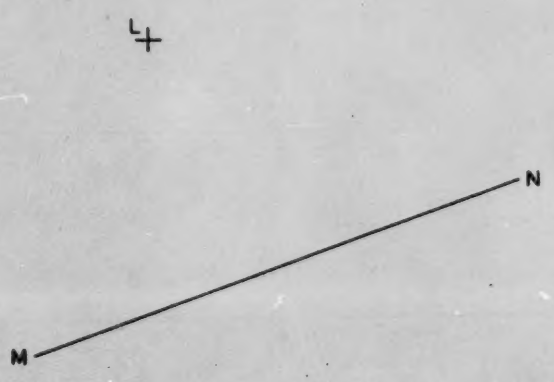
(3) DIVIDE LINE EF INTO 3 EQUAL PARTS (USE DIVIDERS). INDICATE DIVISIONS THUS: —+—
DIVIDE LINE GH INTO 5 EQUAL PARTS (USE PARALLEL LINE METHOD).



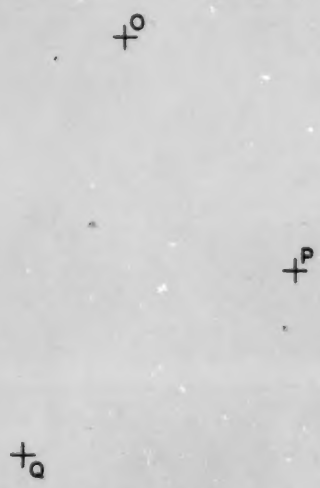
(4) CONSTRUCT ANGLE AT K EQUAL TO HALF THE ANGLE AT J.



(5) DROP PERPENDICULAR FROM POINT L TO LINE MN. (USE THE COMPASS).



(6) DRAW CIRCLE THROUGH POINTS O, P AND Q.



SECTION	DRAWN BY:		SHEET 7

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Graphic Arts

This assessment is teacher made by Walter J. Macak, NJ certified teacher of graphic arts.

Passing Grade C

Criteria

A - 5
B - 4
C - 3
D - 2
F - 1

50% of test must be correct to Grade 1

Below 50% is zero

Total test time - 1 hour

Who may administer and score assessment and materials necessary

A NJ certified graphic arts teacher is to administer and score assessment.

Date assessment administered _____

Grade _____

_____ _____

Client Evaluator

South Plainfield High School Name:_____ADULT

Graphic Arts I

FINAL EXAMINATION

1) Major Areas of Graphic Arts?

_____

_____

_____

_____

ALL closely connected to
PHOTOGRAPHY

2) SPECIAL SHEET Secure SAMPLE PRINTING SHEET and Identify the following. Place the NUMBER you see on the NEGATIVE next to the question on your sheet.

1) Printed from RAISED TYPE. _____

2) Screen Printed. _____

3) Printed from an ALUMINUM PLATE. _____

4) Mimeographed _____

3) If you were to make TEST STRIPS, PRINTS, MURALS, and or ENLARGEMENTS, WHAT are the processing steps and specific times you would use to make them?

STEP TIME

STEP TIME

STEP TIME

STEP TIME

4) What five (5) supplies and three (3) pieces of equipment would you use to make a simple silk screen frame completely)?

Supplies		Equipment	
1	_____	1	_____
2	_____	2	_____
3	_____	3	_____
4	_____		
5	_____		

5) Solvents used in the Graphic Arts Laboratory.

a) For Silk Screen Poster Paints _____.

b) For removing Lacquer Film _____42_____.

c) Cleaning raised printing type _____.

6) American Standard Association (ASA) helps standardize the making of photographic film. WHAT are the FILM SPEEDS (ASA) for the following:

a) Polaroid Film _____
b) 4 x 5 Black and White _____
c) Process Camera Film _____
d) COLOR 35mm (type we have) _____
e) 35mm SLOW B&W _____
f) 35mm FAST B&W _____

7) If you were going to develop and process 35mm Black and White film, WHAT are the processing STEPS and TIMES you would use?

STEP TIME

STEP TIME

STEP TIME

STEP TIME

8) WHAT SUPPLIES (Six) and EQUIPMENT (Six) are needed to make 50 copies of your completed SILK SCREEN FRAME ?

Supplies	EQUIPMENT
1_____	1_____
2_____	2_____
3_____	3_____
4_____	4_____
5_____	5_____
6_____	6_____

9) SPECIAL PACKAGE You have six (6). 4 x 5 NEGATIVES ALL have been processed. Tell me ALL you can about each of the six negatives?

#24_____

#25_____

#26_____

#27_____

#28_____

#29_____

10) If you are going to use the large Process Camera and or Copy Camera, WHAT steps would you take to process and specific times would you use to make a 100% copy of a LINE DRAWING?

STEP TIME

STEP TIME

STEP TIME

STEP TIME

11) In using the Graphic Arts Laboratory WHAT are five (5) good safety rules you would tell students to follow for a SAFE OPERATION of the CLASSROOM and or EQUIPMENT ?

1_____

2_____

3_____

4_____

5_____

12) WHAT are the (5) major parts of a Process Camera or Darkroom Camera ?

1. 4.

2. 5.

3.

13 - 14) EXPLAIN 1) Grease and Water (OFFSET) 2) ASA 3) f-opening 4) Gray Scale ?

- 16) Offset printing is the largest AREA of the Graphic Arts. Tell me what you know about the following ?

OFFSET PLATES	Good for XXXX copies	Cost
ELECTROSTATIC (paper)		

EXAMINATION ANSWER SHEET

USE YOUR ANSWER SHEET FOR CORRECT SPELLING. SOME ANSWERS COULD BE CORRECT FOR MORE THAN (1) ANSWER. SOME ANSWERS MAY NOT BE USED AT ALL . WORK SLOWLY.

250,000	Relief	20,000	Silk Screen
500	Offset	Over exposed	Gravure
under exposed	lithography	Chemicals.	Dektol 1:2
Camera Movement	Stop	Inproper loading	Fixer
Light Struck	Water	Kodalith A & B	Photo Flo
D-76 1:1	Ink - Paints	DK-50 1:1	Masking Tape
Job Stick	Scotch Tape	Water	Paper Towels
Lacquer Thinner	Plastic Film	Kerosene	Rags
Mineral Spirits	Tape	Gray Scale	Light Meter
17 to 20 sec.	$1.50 1 side	1 min	75¢
½ min	10¢	5 min	Putty Knife
7 min	Wooden Board	Staples	Stapler
Hinges	Stretcher	Wood screws	Hammer
Screw Driver	Wood	Squeegee	Nails
Glue	Timer	Blue Pencil	Card Stock

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Stenoscript

ABC Stenoscript - 2nd edition - Published by S.R.A.

Passing Grade C on both theory and transcription

Criteria

Theory - 100 words - 5 min. dictation & 15 min. transcription

A = 0 - 10 errors
B = 11 - 20 "
C = 21 - 30 "

Dictation - 80 wpm
2 min. warmup, 3 min. dictation
30 min. transcription

A = 0 - 3 errors
B = 3 - 6 "
C = 7 - 9 "

60 wpm
2 min. warmup, 3 min. dictation
30 min. transcription

A - no A at 60 wpm
B = 0 - 6 errors
C = 7 - 9 "

Who may administer and score assessment and materials necessary:

A certified stenoscript teacher is to administer and score assessment.

Date assessment administered _____

Grade _____

_____ _____

Client Evaluator

STENOSCRIPT

TESTING PROCEDURE

1. Before dictating, have students number from 1 to 24 on ruled paper.

2. Allow 5 minutes for dictating the test (one word every 6 seconds). Words must be written in speedwriting in the order dictated.

3. When dictation is completed, allow exactly 15 minutes for transcription, permitting the use of any standard dictionary (not a speedwriting dictionary). Use the second column on the page for the longhand.

SPEEDWRITING BRIEF FORM TEST

1. accompany
2. accomplish
3. acknowledge
4. administer
5. appreciate
6. approximate
7. associate
8. business
9. company
10. corporate
11. government
12. immediate
13. individual
14. information
15. manufacture
16. merchandise
17. opportunity
18. organize
19. particular
20. represent
21. responsible
22. satisfy
23. situation
24. specify

USING THE SAME DIRECTIONS AS ABOVE FOR THE DICTATION OF THE FOLLOWING HIGH-FREQUENCY WORDS.

1. a
   an
2. be
   been
   being
   by
   bye
   buy
   but
3. see
   seen
   seeing
4. do
   due
   did
   done
   doing
5. day
6. he
   me
7. for
8. go
   goes
   gone
   going
9. had
   have
   having
10. I
11. if
    it
    its
    is
12. can
    come
    came
    coming
13. all
    well
    will
14. mine
    my
    am
    him
    many

STENOSCRIPT

Page 2

15. month
16. in
neither
know
no
none
nor
not
17. or
on
owe
so
18. out
19. up
20. are
her
hers
our
ours
hour
21. saw
us
22. at
to
too
23. the
24. you
your
yours
25. under
26. of
very
27. over
28. we
were
who
whom
29. week
30. why
31. year
32. as
was
his
she
33. about
34. again
against
35. any
36. began
begin
beginning
begun
37. even
ever
every
38. from
39. off
often
40. one
41. never
42. that
43. their
there
44. these
45. they
46. this
47. those
48. upon
49. where
50. which
51. whose
52. with
53. without
54. and

STENOSCRIPT

Page 3

60 wpm

Dictate the following letters: The first letter is for warmup and the second is for transcription.

Transcription time - 30 minutes

Dear Ms. Como: You are invited to a cocktail buffet at the Chinese Cultural / Center, 159 Blanchard Avenue. It will be at 6 p.m. on Thursday, / December 2. As director of public affairs for your company, you should enjoy meeting our special guests. They are visiting the United States from the Republic (1) of China.

Heading the group is Heng Lee, a retired army general. He instituted the China Culture Magazine 14 years ago and made it / the most successful publication in Asia. The other members of the / delegation include the ministers of culture and are affairs, tourism, and trade. (2) Accompanying them will be a Chinese ballet company. The dancers will perform / for our guests after dinner.

Won't you please join us? Send your acceptance to my assistant, / Amy Chen. Her address is 7773 Hartman Avenue. We look / forward to the pleasure of meeting you and exchanging news. Very sincerely yours, (3)

Dear Mr. Bates: Here is a summary of the problems we have had in trying to find/someone to fill the opening in our manufacturing department.

The personnel / department placed an ad in the April 10 Times. In response to the ad, we had / one applicant. However, he reported directly to me; he did not report (1) to the personnel department. It turned out that the man was currently earning / $2,000 a year more than the maximum we could pay. Consequently, his / visit was a waste of time.

The personnel department placed another ad in the May / 4 Times, and again we had one applicant. This woman also came directly to (2) me. She, too, was making more than we could offer. Consequently, both the/applicant and I wasted our time.

As you can see, the personnel department has done / little more for us than place a couple of ads in the Times. Frankly, I am annoyed. Have / you any suggestions on other ways in which we can fill this vacancy? Jane Cummings (3)

STENOSCRIPT

Page 4

80 wpm

Dictate the following letters: The first letter is for warmup and the second is for transcription.

Transcription time - 30 minutes

Dear Mr. Graham: I had a most pleasant experience on my recent flight from Kansas City to Denver. / I sat next to your student, Karen Lopez. She was on her way to visit the new Snow Mountain Shopping Mart. / Karen described the term paper she is preparing for your class. She is comparing display techniques in top major / retail stores.

You can imagine my delight in learning that students are working in this area. I am (1) anxious to know details about your courses and the general curriculum in the retail display area. / Would you be kind enough to send me some course descriptions? I can see the possibility of incorporating / this information into a speech I plan to give. I will address the career education department / of the state education board. I will be representing my own firm, Display Graphics, Inc. We (2) are consultants to the industry throughout the central states area.

I enclose a copy of a talk I delivered at the School of Visual Display last summer. Perhaps my comments will interest your students. You have / my permission to reproduce it if you like. I only ask that you include a credit line with my name.

It / would be good if we stayed in touch. I believe that we could be of some assistance to one another. Sincerely, (3)

STENOSCRIPT

Page 5

Dear Mr. Peterson: In our continuing effort to meet the needs of our customers, we are always / open to suggestions. As the director of the business department of Tate College, you are in the best position / to know the books that the members of your staff would like to see on the shelves of our store, You also know what books / we ought to carry in order to meet the needs of your own students.

Recently we have been reviewing our list (1) of general books which are related to courses at your school. We find it somewhat difficult to determine / what type of books would be of the greatest interest to your students and to your staff. We are not sure what book you need / or what books will sell well in our store.

Would it be possible for you to send us a list of books that you would / recommend for general reading by your students? Will you also send us each term a list of books that your (2) faculty members require their students to use for their course work. We will do our best to see that these books are kept in / stock.

Incidentally, we offer a special discount of 10 percent to faculty members when they buy books / from our store. I hope you will take advantage of this special saving.

We look forward to hearing from you, and we / will be grateful for any help you can give us in doing a better job of serving your needs. Sincerely yours, (3)

STENOSCRIPT

TESTING PROCEDURE

1. Before dictating, have students number from 1 to 24 on ruled paper
2. Allow 5 minutes for dictating the test (one word every 6 seconds). Words must be written in speedwriting in the order dictated.
3. When dictation is completed, allow exactly 15 minutes for transcription, permitting the use of any standard dictionary (not a speedwriting dictionary). Use the second column on the page for the longhand.

SPEEDWRITING BRIEF FORM TEST

1. accompany
2. accomplish
3. acknowledge
4. administer
5. appreciate
6. approximate
7. associate
8. business
9. company
10. corporate
11. government
12. immediate
13. individual
14. information
15. manufacture
16. merchandise
17. opportunity
18. organize
19. particular
20. represent
21. responsible
22. satisfy
23. situation
24. specify

USING THE SAME DIRECTIONS AS ABOVE FOR THE DICTATION OF THE FOLLOWING HIGH-FREQUENCY WORDS.

1. a
   an
2. be
   been
   being
   by
   bye
   buy
   but
3. see
   seen
   seeing
4. do
   due
   did
   done
   doing
5. day
6. he
   me
7. for
8. go
   goes
   gone
   going
9. had
   have
   having
10. I
11. if
    it
    its
    is
12. can
    come
    came
    coming
13. all
    well
    will
14. mine
    my
    am
    him
    many

STENOSCRIPT

Page 2

15. month

16. in
neither
know
no
none
nor
not

17. or
on
owe
so

18. out

19. up

20. are
her
hers
our
ours
hour

21. saw
us

22. at
to
too

23. the

24. you
your
yours

25. under

26. of
very

27. over

28. we
were
who
whom

29. week

30. why

31. year

32. as
was
his
she

33. about

34 ~~35~~. again
against

35 ~~36~~. any

36 ~~37~~. began
begin
beginning
begun

37 ~~38~~. even
ever
every

38 ~~39~~. from

39 ~~40~~. off
often

40 ~~41~~. one

41 ~~42~~. never

42 ~~43~~. that

43 ~~44~~. their
there

44 ~~45~~. these

45 ~~46~~. they

46 ~~47~~. this

47 ~~48~~. those

48 ~~49~~. upon

49 ~~50~~. where

50 ~~51~~. which

51 ~~52~~. whose

52 ~~53~~. with

53 ~~54~~. without

54 ~~55~~. and

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Steno I - Gregg Test and Awards Booklet - Mc Graw Hill

Passing Grade ___C___ Both Theory and Dictation

Criteria

Theory

100 words - Dictation time 10 min.
Transcript time 20 min.

Dictation

Warm up 2 min. ungraded
Letter for transcription
Dictation time 3 min. @ 60 wpm
Transcript time 30 min.

Grading: A = 0 to 10 errors
B = 11 to 20 "
C = 21 to 30 "

Deduct one point for each error

Who may administer and score assessment and materials necessary:

A certified shorthand teacher is to administer and score both theory and dictation.

Date assessment administered: _____

Grade: _____

_____ _____

Client Evaluator

ASSESSMENT STENO 1

TESTING PROCEDURE

1. Before dictating, have students number from 1 to 100 on ruled paper.

2. Allow 10 minutes for dictating the test (one word every 6 seconds) Words must be written in shorthand in the order dictated.

3. When dictation is completed, allow exactly 20 minutes for transcription, permitting the use of any standard dictionary (not a shorthand dictionary). Use the second column on each page for the longhand.

4. In grading allow complete credit for any word correctly transcribed, even though its spelling may differ from the key; for example, new instead of knew, inconvenient instead of inconvenience.

SHORTHAND THEORY TEST

1. information	18. services	35. continue
2. but	19. without	36. another
3. company	20. believe	37. board
4. time	21. before	38. stockholder
5. overcome	22. furthermore	39. keep
6. department	23. date	40. want
7. appreciate	24. much	41. again
8. interested	25. copy	42. prior
9. available	26. into	43. period
10. reply	27. matter	44. case
11. complete	28. distance	45. week
12. people	29. then	46. addition
13. received	30. offer	47. while
14. special	31. until	48. already
15. contact	32. able	49. division
16. change	33. therefore	50. public
17. tax	34. forward	51. research

ASSESSMENT STENO I

52. certainly
53. benefits
54. issued
55. don't
56. using
57. agreement
58. prices
59. obtain
60. November
61. personnel
62. always
63. etc.
64. done
65. why
66. management
67. original
68. understand
69. production
70. bring
71. helpful
72. premium
73. regards
74. Los Angeles
75. drink
76. individual
77. permission
78. writing
79. little
80. final
81. yellow
82. budget
83. eventual
84. proposed
85. approval
86. man
87. correct
88. taken
89. certificate
90. end
91. as you know
92. we will
93. I can
94. it will be
95. to me
96. as soon as
97. will you please
98. it is
99. to be
100. glad to have

ASSESSMENT STENO I

This is a 60 wpm Dictation.

Dictate one 2 minute test for warm up and the other 3 minute test for transcription.

Transcription time 30 minutes.

Dear Rich: Thank you for your invitation to spend last weekend at the Buck Hill Ranch / Resort. I can't remember spending a more delightful weekend anywhere. The gracious /welcome and the generous hospitality of the people at Buck Hill was most / appreciated. We found the personnel to be genuinely friendly and (1) helpful, a very impressive combination theses days.

Doug Ramsey was kind enough to / show me around the various meeting and recreational facilities. / Judging by what I saw, the Buck Hill Ranch will be valued highly by business people, / vacationer, and honeymoon couples.

My husband and I took advantage of the (2) tennis courts, the beautiful outdoor pool, and the lovely grounds. It would take a week or more / to sample the great variety of activities.

Again, Rich, thanks for a / wonderful weekend. We are hoping that you will plan to see us here in Birmingham / very soon. We would love to show you some real Southern hospitality. Sincerely yours,(3)

Dear Eileen: A few more letters like yours, and I will be general manager by / the end of the year. You are very kind to write and express such nice thoughts. Comments like / yours mean a great deal to those of us who take our business seriously.

A / butterfly pin was found in the dresser drawer in the room you stayed in. Did you lose a (1) pin during your stay her? If so, please let me know, and I will send it to you.

I / don't know when I will be traveling South, but be assured that I will give you a call / if and when the possibility aries. In the meantime, consider yourself / a welcome guest here at the Ranch whenever you feel the need to escape. Sincerely, (2)

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Steno II - Dication/Transcription only.

Gregg Test & Awards Booklet - Mc Graw Hill

Passing Grade C on dictation at 60 wpm

Criteria

Dictation at 100 wpm 2 min. warmup &
3 min. take

Transcription time 45 min. - error cut off - 15 errors

A = 0 - 5

B = 6 - 10

C = 11 - 15

Dictation at 80 wpm 2 min. warmup &
3 min. take

Transcription time 30 min. - error cut off - 12 errors

no A for take at 80 wpm

B = 0 - 6

C = 7 - 12

Dictation at 60 wpm 2 min. warmup &
3 min. take

Transcription time 30 min. - error cut off - 9 errors

no A for take at 60 wpm

B = 0 - 5

C = 6 - 9

Who may administer and score assessment and materials necessary:

A certified shorthand teacher is to administer & score assessment.

Date assessment administered: _____

Grade: _____

_____ _____

Client Evaluator

ASSESSMENT STENO II

This is a 60 wpm Dictation

Dictate one 2 minute test for warm up and the other 3 minute test for transcription.

Transcription time 30 minutes.

To Ms. Jane Land: A member of our steno pool, Tom Baker, is having some trouble / arranging for his advance vacation pay. I thought you might be able to help us / clear up the problem.

Tom has been an employee for eight months. He completed the / proper papers three weeks ago and submitted them to you with the required signatures. (1) Last Monday Tom received a phone call from your secretary, she explained that the / vacation advance policy only applied to employees with at least nine months of / service. Tom will not be taking his vacation until the end of December. He / will have worked for nine months by that time.

Please let me know how we can resolve this problem. (2)

To The Staff: We have received many requests from employees for advance pay at / vacation time. Victor Associates will adopt a new policy on November / 1. If you wish to use this new plan, please note the following steps.

Jane Land is director / of the payroll department. She will send you forms on which to request your advance (1) for vacation time, when you receive the forms, be sure to fill them out completely. She / must have all the information to insure correct and prompt payment. Before returning / the forms, ask your supervisor to sign them. Your request will be returned to you / if the proper signatures are missing. This delays the processing of your check.

When (2) your papers are in order, forward them to Ms. Land by inter-office mail. All / vacation pay requests must arrive in the payroll department at least ten days before / your vacation begins.

If any questions or difficulties arise, please talk to / your supervisor or call Ms. Land on extension 7097. Thank you. (3)

ASSESSMENT STENO II

This is an 80 wpm Dictation

Dictate one 4 minute test for warm up and the other 4 minute test for transcription.

Transcription time 30 minutes

Dear Mr. Gordon: I am a young business executive interested in taking a stockholder's look at / the major paper companies. I am planning to invest some money, and I would like to know more about the / Franklin Paper Company.

I have been studying the stock market as part of a graduate course in finance / that I am taking. I am impressed with the consistent growth in your company. While I am not as ready (1) to make an investment decision, it would help to have some information from you. Therefore, I would like to see / your income figures for each business quarter for the past ten years.

There is much talk these days about the profit / potential in corporate bonds. Would you please send me information on Franklin's present bond offerings?. I would / particularly like to know whether or not your bonds are convertible to stock.

As part of my graduate (2) studies, I am examing the expected impact on the paper industry of the ecology laws. / New controls on the processing of paper materials will mean higher production costs and higher prices / for paper goods. I would like to know how these considerations will affect your financial plans for the next five / years.

I am sure your materials will be very helpful, and I look forward to reviewing them. Yours truly, (3)

To All Personnel: Please note the Mailers Fulfillment, 595 Main Street, serves in the capacity of Service / Division for our company. It is responsible for filling orders for all optical equipment. This / includes telescopes and lenses.

As of last Monday, they are equipped to handle mail-order sales. Therefore, there is / no need for company personnel to devote time or effort to handling such inquiries or orders. The (1) only situation that does require our help is a telephone request for an unidentified item in / our catalogues. In cases such as this, identify the item by asking the customer to describe it / as accurately as possible. Then our staff will write a description of the merchandise in question in / memo form. This will then be forwarded to Mailers Fulfillment for acknowledgement. Therefore, mail orders that are (2) received are not to be handled by company personnel. They are to be forwarded to Mailers Fulfillment at / the above address or to my department.

Customers wishing to visit mailers Fulfillment to buy an / item directly may do so between the hours of 9 a. m. and 5 p. m.

Anyone who anticipates the / need to stock quantities of items at Mailers should discuss this with my department. Thank you for your assistance. (3)

ASSESSMENT STENO II

This is a 100 wpm Dictation

Dictate 2 letters but only 1 is to be transcribed.

Transcription time 45 minutes

Dear Mr. Golden: Enclosed is the electric shaver that I described to you on the telephone this morning. As you can see, the plastic/has been cracked where the wires are connected to the body of the shaver.

You said that you would have to verify that I made no attempt to/ open the casing of the shaver. That dent near the top is the result of my dropping the shaver on the edge of the sink. Your products are/ designed to stand up under so much hard use that I would be lost without your excellent shaver.

I hope that the repair of this shaver will (1) not take more than a couple of days. If it will take longer than that, would it be possible to send me a replacement shaver for my use/ in the meantime: Your product has spoiled me so, that I will feel awkward using a different one until I can get mine back.

I/realize that is is/often easier to replace a product rather than repair it. If this happens to be true with my shaver, I would appreciate/your sending me a newer model to use. My present job requires that I travel extensively both here and abroad. It would therefore, be most (2) convenient to have a shaver that can be adjusted to the various different European electrical systems. Such a/shaver would cost more, I understand, but I would be willing to pay the difference in price.

Even though I looked all over, I could not find/the sales slip. I remember that I bought the shaver just before my vacation last November. It was a new model at that time, so it/is less than one year old.

You said you would accept the enclosed warranty even though I had not sent it in as directed. Cordially yours,(3)

ASSESSMENT STENO II (100 wpm Dictation letter #2)

Dear Ms Wilson: We are writing this to you because you are over the age of 60. You are in great danger of being infected with/a strain of the flu virus. The problems last year with the swine flu vaccine must have brought this question clearly to your attention. Actually, it/makes no difference whether you got the flu vaccine last year or not. Another new strain has appeared this year.

Green Hospital has been chosen to/serve as a center for tests of a new vaccine. May I assure you that the vaccine has already been tested on thousands of people (1) over 60 like yourself. We foresee no danger to you if you take this vaccine.

There were a number of deaths among the elderly after/they got the flu vaccine last year. There was no link between the flu vaccine and these deaths. I repeat, there was no link. Yet the public was alarmed. /For that reason, we must run a much larger test this year. We implore you to be a volunteer for this test. You would assist us in giving/ confidence to millions of people like yourself.

If you wish to wait until the results of this test are known, we will understand. However, (2) if everyone waited until after the test, there would be no vaccine. Of the 10,000 people who have already had this vaccine, just/two had ill effects for a short time. This reaction rate is less than the reaction rate from aspirin. The fact that you had no reaction/to the last vaccine is also positive. Everyone who had no reaction to the last vaccine also had no reaction to this/vaccine.

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

ASSESSMENT

Typing I

Century 21 - Typewriting, 1st edition - Southwestern Publishing Co.

Passing Grade C

Criteria

10 min. warm up practice on both timing & letter - ungraded

Timed typing - 3 min. timing

A = Words 39 & up
Errors 0 - 2

B = Words 34 - 38
Errors 3 - 5

C = Words 24 - 33
Errors 6 - 13

Letter Style - 15 min. to set up & type letter

A = 3 or fewer errors
B = 4 or 5 errors
C = 6 or 7 erros

Who may administer and score assessment and materials necessary:

A certified typing teacher is to administer & score assessment.

Date assessment administered: _____

Grade: _____

_____ _____

Client Evaluator

ASSESSMENT TYPEWRITING 1

Preliminary Warm-up Practice. You won't be scored on this practice material. Its purpose is to prepare you to type at your best speed on the test.

Set the line-space at 1 for single spacing. Then type each of the following sentences twice. Double-space after each two-line group. All the words in the sentences are balanced-hand words to help you type smoothly and rapidly.

The title to the land and the right to the coal go to them.
Both of the men rush to bury the giant oak box by the lake.
Did the girl do the work for the chairman of the auto firm.

Alphabetic Paragraphs. Each paragraph in the article below contains all the letters of the alphabet.

Move the line-space regulator to 2 for double spacing. Then--just to familiarize yourself with the copy--start at the beginning of the article and type continuously for 3 minutes.

After you have typed the copy once, take a 3-minute writing on the same article.

Your gross typing rate per minute (before deducting for errors) is the figure given at the end of the last full line you typed plus the last figure you passed on the scale if you started--but didn't complete--another line.

If you really want to accomplish something that is out 4
of the ordinary, you have to work with vim and zeal. It is 8
the people who put forth extra effort who always win out in 12
any contest. Those who just work along in a rut day by day 16
and who quickly become tired of work get precisely nowhere. 20

It is quite true that you never see a typist who is an 24
expert of great skill gazing about the room while he types. 28
He keeps his eyes on the copy he is typing, and he does not 32
look at the keys or the sheet for fear of losing his place. 36
He knows how to put each sheet into his machine in a jiffy. 40

You surely need to learn how to adjust yourself to any 44
situation in which you are apt to find yourself. Determine 48
to train yourself to be exact, quick, and alert. Decide to 52
do your work with zeal, vigor, and enthusiasm. The quality 56
of enthusiasm is the dynamo that makes the wheels go round. 60
----------1----------2----------3----------

Assessment Typewriting I

Type on a full sheet the following letter in the modified block style with block paragraphs and mixed punctuation. Use a 60-space line; begin the return address on line 16.

1260 Michigan Avenue/Cincinnati, OH 45208/November 15, 1977/ Mr. Evan K. Hart, Director/Communication System, Inc./1027 N. Lakeshore Drive/Chicago, Illinois 60611/Dear Mr. Hart:(1) For a term paper in English II at Walnut Hills High School, I have selected the topic "Rhetoric Versus Grammar in Writing."Some members of my class believe that "it doesn't matter how you say something as long as you are understood"; but others believe that "to write effectively, one must know and observe basic rules of grammar."(2)I want to support my paper with quotations from authorities in general and business communication. As a notable author in this field, your viewpoint on the relative importance of grammar and rhetoric would strengthen my report immeasurably.(3) If you will take the time to give me a brief statement, I shall be most grateful. I believe that your comments will help me to show that "you can't have one without the other." Sincerely yours, David L. Herzog.

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Typing II

Century 21 - Typewriting, 1st edition - Southwestern Publishing Co.

Must score C on tabulation, letter style, and timing. Total time not to exceed 40 minutes.

Passing Grade C

Criteria

Tabulation - Figuring must accompany tabulation.

Grade scale:	A = 0 - 3	errors
	B = 4 - 6	"
	C = 7 - 9	"
Letter score:	A = 0 - 3	"
	B = 4 - 6	"
	C = 7 - 9	"

Timing - A =	Words	40 & up	May not have more than 5 errors
	Errors	5	
B =	Words	39-35	
	Errors	5	
C =	Words	34-30	
	Errors	5	

Who may administer and score assessment and materials necessary:

A certified typing teacher is to administer and score Typing II assessment.

Date assessment administered: _____

Grade: _____

_____ _____

Client Evaluator

ASSESSMENT TYPEWRITING II

Preliminary Warm-up Practice. You won't be scored on this practice material. It's purpose is to prepare you to type at your best rate on copy that contains figures and special character.

Set the line-space regulator at 1 for single spacing. Then type each of the following sentences twice. Double-space after each two-line group.

The Wicks firm is to take 8 hams, 27 turkeys, and 63 ducks.
He is to pay Benson & Kent $9.50 for "Elements of Geology."
Make a formal bid of $7,418 to to Henry W. Fiske for the land.

Move the line-space regulator to 2 for double spacing. Then give yourself a 5 space paragraph indention. You will take a 5-minute writing on the following paragraph.

Your gross typing rate per minute (before deducting for errors) is the figure given at the end of the last full line you typed plus the last figure you passed on the scale if you started--but didn't complete--another line.

Benjamin Franklin, who many people think is one of the 4
most versatile and interesting men in American history, was 8
born in Boston, Massachusetts, on January 27, 1706. At the 12
age of 8 he was put in school in Boston. He stayed there 16
only two years and then was taken out of school to help his 20
father. At 12 he started to work in his brother's printing 24
shop. Five years later he made his way to Philadelphia. 28

At 23 he became a printer and in just short time had 32
a good business. In 1732, when he became 26, he started to 36
write and publish a magazine that he called "Poor Richard's 40
Almanac." That paper made him well known in the colonies. 44

Franklin was a many-sided man. He was always studying 48
literature and history and the science of his day. He made 52
himself a master of the English language and taught himself 56
to write in a plain, unadorned style. He invented a number 60
of useful articles and did experimenting in various fields, 64
especially in electricity. At the same time he was much in 68
public life. He became Postmaster in Philadelphia and then 72
in 1753 took that office for the Colonies. He took part in 76
the Revolution and in the historic events that preceded it. 80

Franklin died on April 17, 1790. In 1771 he had begun 84
the writing of his autobiography. In it he told much about 88
the way he disciplined himself for his useful life. 91

----------1----------2----------3----------

ASSESSMENT TYPEWRITING II

Use a full sheet - 1 carbon copy - date on line 14 followed by 3 blank lines address an envelope - circle errors.

Block style - 60 space line - open punctuation

September 24, 19--Mr. Frank J. De Riggi/1504 Almetta Avenue, NE/Atlanta,GA 3030?//Dear Mr. De Riggi
Subject: Order Acknowledgment
(1) We are happy to have your order for the six-volume series EXECUTIVE DECISION MAKING. The professional and artistic manner in which these volumes are done should provide unusual reader interest and appeal. (2) As you read these books, observe the unique and clever way in which the authors blend sound management theory, profound behavioral understanding, and successful business experience. Note, too, the number of highly realistic case studies included. (3) I am enclosing an acknowledgement of Delivery form which I should like you to return immediately upon receipt of the books. Your comments about these volumes also will be most welcome.
Very sincerely yours/INTERNATIONAL PUBLICATIONS, INC./Leslie I. Combs, Jr.
Executive Vice-President (xx) Enclosure

Directions for tabulation: Center on full sheet of paper. Double space body of problem, equal number of spaces between columns. All figuring must be on paper and legible.

SELECTED U.S. DAILY NEWSPAPERS' CIRCULATION

(Based on Average Paid Circulation)

Newspaper	Daily	Sunday	Weekly
Akron Beacon Journal	172,971	211,833	1,249,659
Buffalo Curier-Express	129,897	284,737	1,064,119
Cincinnati Enquirer	193,972	302,462	1,466,294
Cleveland Plain Dealer	412,444	511,679	2,986,343
Dallas News	263,175	308,664	1,887,714
Fort Worth Press	44,401	49,088	135,494
Los Angeles Times	1,036,666	1,226,233	7,446,229
Santa Ana Register	200,899	216,741	1,422,135
South Bend Tribune	117,453	123,712	828,430

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Filing Assessment

Gregg Tests & Awards - Mc Graw Hill

Passing Grade: C

Criteria

Filing assessment must be completed in 45 min.

Geographic and alphabetic.

There are 2 parts to this assessment, alphabetic and geographic.

A = 0 - 5 errors
B = 6 - 11
C = 12 - 18

Who may administer and score assessment and materials necessary:

A certified business teacher is to administer and score the assessment.

Date assessment administered: _____

Grade: _____

_____ _____

Client Evaluator

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NJ 07080

Assessment

Filing Assessment

Gregg Tests & Awards - Mc Graw Hill

Passing Grade: C

Criteria

Filing assessment must be completed in 45 min.

Geographic and alphabetic.

There are 2 parts to this assessment, alphabetic and geographic.

A = 0 - 5 errors
B = 6 - 11
C = 12 - 18

Who may administer and score assessment and materials necessary:

A certified business teacher is to administer and score the assessment.

Date assessment administered: _____

Grade: _____

_____ _____

Client Evaluator

FILING ASSESSMENT

Geographic Filing Test: After each group, indicate the order in which the names given should be arranged in a geographic file.

EXAMPLE: (a) James L. Feely, Greensboro, NC; (b) Feely's Men's Shop, Greenville, SC; (c) C.J. Feeley, Gadsden, AL. cab

1. (a) J.A. Monroe, Dublin, VA; (b) J.P. Morgan Co., Dublin, OH; (c) Cynthia Morris, Dublin, TX ____

2. (a) Hire's Root Beer, Jacksonville, FL; (b) Chester W. Hirmes, Jacksonville, FL; (c) Hirmes-Huxley Fisheries, Jacksonville, FL. ____

3. (a) Institutional Capital Corporation, Ely, NV; (b) Integon, Inc., Whitman, NE; (c) Inverness Investments, Hanover, NH ____

4. (a) Dialog Drama Associates, Detroit, MI; (b) Kenneth B. Drake, Detroit, MI; (c) James B. Chapman & Co., Detroit, MI ____

5. (a) Faber Advertising Co., Las Vegas, NV; (b) William L. Faber, Mt. Carmel, MS; (c) Faber's Department Store, Alva, OK ____

6. (a) William F. Dyer, San Diego, CA; (b) Dyer & Son, Inc. Kent, CT; (c) Dynamo Manufacturers, Aspen, CO ____

7. (a) Herbert K. Fuller, Crystal City, MO; (b) Fuller Labs, Battle Creek, MI; (c) Fullerton Metal Works, Grand Rapids, MI ____

8. (a) Gateway Transport Co., Seattle, WA; (b) John S. Gates, Elkhorn, WI; (c) Gable Industries, Charleston, WV ____

9. (a) Dr. James S. Wilson, Warrenton, VA; (b) Hazel B. Wilson, Warrenton, VA; (c) J.R. Wilson, Warrenton, VA ____

10. (a) Frank's Card Shop, Abilene, TX; (b) E.L. Frank, Memphis, TN; (c) Frank-Carter Supply Co., Ephrata, WA ____

11. (a) James J. McMullin, Minneapolis, MN: (b) Robert W. McMullin, Arlington, MA; (c) Martin M. James, Bethesda, MD ____

12. (a) Theodore M. Lusk, Montpelier, VT; (b) Lusk's Fish Market, Culpepper, VA; (c) Lusterware, Inc. Dinwiddie, VA ____

13. (a) Master Printers of America, Trenton, NJ; (b) Marine Products, Inc., Rochester, NY;(C) Mattel& Company, New Brunswick, NJ ____

14. (a) Mrs. John Simmons(Wilma), Marietta, OH;(b) Simmons' Sofas, Lancaster, PA; (c) John B. Simmons, Chandler, OK ____

15. (a) Meredith Corporation, Pittsburgh, PA; (b) Donald C. Meredith, Pittsburg, CA; (c) Meredith-White Stores, Inc. Pittsburg, KS ____

16. (a) Arthur King & Company, Enfield, NC; (b) King's Klip Joint, Roswell, NM; (c) The King's Palace, Carlsbad, NM ____

17. (a) Kalso Shoe Company, New Orleans, LA; (b) Kaiser Broadcasting, New Orleans, LA; (c) Kaiser Aetna Agency, New Orleans, LA ____

18. (a) Chandler's, New Bedford, MA; (b) Chandler's, Brockton, MA; (c) Chandler's, Fall River, MA ____

19. (a) Mrs. Thomas White(Diana), Santa Ana, CA; (b) William R. Thomas, San Marino, CA; (c) Gen. Thomas L. Williams, San Bernardino, CA ____

20. Family Counselors, Inc., Essex, CT; (b) Family Health Services, Essex, CT; (c) Family Circle Clubhouse, Essex, CT ____

FILING ASSESSMENT

After each group, indicate the order in which the names given should be arranged in an alphabetic file.

Example: (a)Timothy C. Farley;(b)Farley's Warehouse;(c)T. C. Farley cab

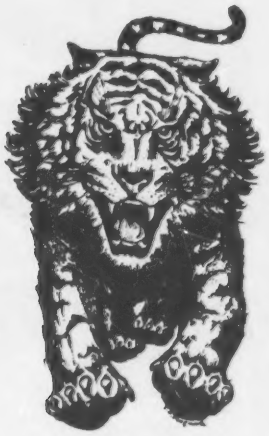
1. (a)F.W.McGraw,Jr.;(b)Francis W.McGraw;(c)F.W.McGraw,Sr. -----
2. (a)Wolfgang M.VonBraun;(b)Hester J. Robbins;(c)Robbins' Hat Shop -----
3. (a)New Rochelle Rockettes;(b)San Remo Roller Club;(c)St.Louis Supermarkets -----
4. (a)Richard B. Thirkleman;(b)Third Avenue Florist;(c)32nd St.Cafe -----
5. (a)George Thompkins Cigar Store;(b)Gordon T. Thompkins;(c)Thompkins' Apple Juice -----
6. (a)Mary B.St. James;(b)The Saint's Salon;(c)S.A.I.Communications Corporation -----
7. (a)Sally Smythe Book Shop; (b)George T. Smythe-Thomas;(c)Alan G. Thomas -----
8. (a)Hyde-White Department Store;(b)Warren Hyde;(c)Wilfred T. Hyde-White -----
9. (a)Waycross National Bank;(b)David B. Black;(c)Wilson First National Bank -----
10. (a)Queen Mary Souvenirs;(b)The Queensboro Bridge;(c)The Queen's Rendesvous Restaurant -----
11. (a)Southern Sales,Inc;(b)Southwest Grass Co.;(c)South West Growers' Club
12. (a)Mrs. Harry Saunders(Alice);(b)Charles A. Saunders;(c)C.B.Saunders -----
13. (a)II Vagabond Restaurant;(b)Illantos Industries;(c)Raymond J.Ilwinger----
14. (a)BOC Metal Works; (b)Sarah A. Bock;(c)Bock Shoe Emporium -----
15. (a)Howard Johnson's Central 150 Grace Street;(b)Howard Johnson's West 103 Granby Street;(c)Howard Johnson's East, 970 Grace Street -----
16. (a)U.S. Dept. of Commerce;(b)United Sales, Inc.;(c)Board of Education State of Kansas -----
17. (a)Dr. Angela Ransome;(b)Angelina S. Ransome;(c)A.W. Ransome -----
18. (a)Ann C. McFarland;(b)Mac Fail & McFarland,Inc.;(c)John T. Macroom -----
19. (a)Carson's(b)The Johnny Carson Show;(c)Johnny W. Carson -----
20. (a)Harvey W. Bronson;(b)Bronson's Hardware;(c)Mary T. Bronfman -----

NOTES

If you should desire additional information, please call the South Plainfield Adult High School

754-4620
Ext. 342, 343

SOUTH PLAINFIELD ADULT HIGH SCHOOL



BASIC SKILLS

PROFILE

Name _____

Date _____

BASIC SKILLS ABILITIES

Our Graduates Possess the Following Skills:

	Exl.	Avg.	Does Not Apply
I. Computational Skills			
A. Ability to do addition, subtraction, multiplication, & division with whole numbers.			
B. Ability to do addition, subtraction, multiplication, & division with fractions.			
C. Ability to do addition, subtraction, multiplication, & division with decimals and percents.			
D. Ability to do computations using a calculator.			
E. Ability to compute percentages:			
1. Sales Tax			
2. Discounts			
3. Interest			
F. Ability to compute measures:			
1. Linear (English system)			
2. Metric			
G. Ability to do elementary algebra.			
H. Ability to compute area, volume, and perimeter.			
II. Reading Skills			
A. Ability to comprehend written instructions.			
B. Ability to locate specific information from written material.			

	Exl.	Avg.	Does Not Apply
C. Ability to comprehend written materials used in training program:			
1. Ability to comprehend written materials dealing with concrete, descriptive information, (i.e., when to repair brakes, how to set typewriter margins).			
2. Ability to comprehend written materials dealing with broad concepts, theories, and principles, (i.e., theory of combustion engines, theory of debit and credit).			
D. Ability to read:			
1. Charts and graphs.			
2. Maps and drawings (i.e., blueprints, schematic drawings).			
III. Writing Skills			
A. Ability to spell correctly.			
B. Ability to recognize and correct grammatical errors.			
C. Ability to write short communications.			
D. Ability to punctuate and capitalize properly.			

Comments:

Signature: _____

NOTES

If you should desire additional

information, please call the

South Plainfield Adult High School

754-4620
Ext. 342, 343

SOUTH PLAINFIELD ADULT HIGH SCHOOL

Vocational Skills Profile

Business Practice

Name _____

Date _____

Class preparation and vocational testing have determined _____ possesses the following skills:

	Exl.	Avg.	Does Not Apply
Accounting/Bookkeeping			
Sole Proprietorship			
Partnership			
Corporation			
Clerical			
Typing WPM/errors			
Production			
Straight Copy			
Tabulating			
Filing			
Alphabetic			
Numeric			
Subject			
Geographic			
Secretarial			
Shorthand/WPM			
Transcription			
Grammatical Usage			
Spelling			
Punctuation			
Other Office Skills			
Medical Terminology			

Comments:

	Exl.	Avg.	Does Not Apply
Ability to communicate effectively			
Ability to get along with co-workers			
Ability to get along with supervisor			
Care of equipment			
Daily attendance			
Punctuality			
Personal appearance			
Quantity of work			
Willingness to learn			

Comments:

Signature: _____

APPENDIX IV

Name:_____ Date:_____

GENERAL APTITUDE TEST BATTERY

The following are the definitions of the nine aptitudes measure by the GATB:

General Learning Ability. The ability to "catch on" or understand instructions and underlying principles, the ability to reason and make judgements. Closely related to doing well in school.

Verbal Aptitude. The ability to understand meaning of words and to use them effectively.

Numerical Aptitude. Ability to perform arithemtic operations quickly and accurately.

Spatial Aptitude. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception. Ability to make visual comparions and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception. Ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proof read words and numbers and to avoid perceptual errors in arithmetic computation.

Motor coordination. Ability to coordinate eyes and hands or fingers rapidly and accurately in making percise movements with speed.

Finger Dexterity. Ability to move the fingers and manipulate small objects with the fingers, rapidly or accurately.

Manual Dexterity. Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

Jobs that take into consideration my strengths, aptitudes and abilities.

APPENDIX V

Jobs! Jobs! Jobs!

On Thursday evening May 15, at the South Plainfield High School library from 7 to 9:30 p.m., local employers will be meeting with interested persons to discuss the permanent full-time and part-time opportunities they currently have available.

The "Job Fair" which is sponsored by the South Plainfield Adult School is open to the public. Anyone interested in finding out where the jobs are, or in talking with prospective employers is encouraged to attend.

For further information please call Eliner Tannenbaum, Adult School Vocational Counselor at 754-4620, Ext. 342.

Adult school job fair

South Plainfield Adult School is sponsoring a job fair tonight. A dozen local firms will be there to discuss the job opportunities available for area residents now and in June for graduating seniors.

The Fair will be held tonight May 15, in the High School library from 7 p.m. to 9:30 p.m.

News

Looking For A Job?

COME TO THE JOB FAIR...

Sponsored by the South Plainfield Adult School to be held at the High School Library. Thursday evening, May 15, 1980. 7:00 p.m. to 9:30 p.m.

"JOB FAIR"

South Plainfield Adult School is sponsoring a Job Fair at the High School Library, Thursday evening May 15, 1980 from 7:00 p.m. to 9:30 p.m.

The "Job Fair" is open to the community.

For additional information call Eliner Tannenbaum, Vocational Counselor at 754 - 4620, Ext. 342.

Page 14, THE REPORTER, May 22, 1980

Job Fair a huge success

Eliner Tannenbaum, Job Fair Coordinator, reported that over 300 people attended the Job Fair hosted by the South Plainfield Adult School on Thursday, May 15. The favorable comments of the visitors and the firms attending indicate that the Job Fair was a big success.

The companies present gave out applications, made appointments for interviews, and discussed the openings now available. At least 35% of those attending had appointments for further interviews.

Some of the firms participating were: Armed Services, 3 branches, L.A. Dreyfus Company, Hmielski Trucking Company, Muhlenberg, New Jersey Bell, Posner Laboratories, Prudential, Rickel, Rutgers University, Somerset-Marriott Hotel Company, and the United States Post Office.

The following firms are participating in the "JOB FAIR"

Armed Services
3 Branches

L. A. Dreyfus Co.

Gailstyn-Sutton Mfg. Co.

Hmieleski Trucking Co.

Muhlenberg Hospital

N. J. Bell Telephone Co.

Posner Laboratories

Prudential Insurance Co.

Rickel Home Centers

Rutgers University
Non-Professional, Full-Time, Part-Time

Sealift Command
Federal Civil Service

Somerset-Marriott Hotel Co.

Symbus Corp.

U. S. Post Office
South Plainfield Branch

SOUTH PLAINFIELD BOARD OF EDUCATION

Mr. Andrew Bogeatzes
Mr. Marvin Bronstein
Mrs. Carol Byrne, Vice President
Mr. Barry R. Fidler
Mr. John S. Markham
Mr. Joseph Salerno
Mr. John Sheehan
Mr. Philip Terranova
Mrs. Betsy L. Zipkin, President

ADMINISTRATION

Mr. Leonard A. Tobias ..... Superintendent of Schools
Dr. Stanley P. Godlesk ..... Assistant Superintendent
Mr. Herbert Massa ..... Business Administration Board Secretary
Dr. Miriam Kwasnaza ..... Curriculum Coordinator K-6
Dr. William J. Foley ..... Director of Federal Projects

Welcome
to the
Job Fair

May 15th 1980

7:00 - 9:30 p.m.

Sponsored by
the South Plainfield Adult School

James Lenox, Director / Eliner Tannenbaum, Job Fair Coordinator

MEDIA CENTER

Rickel Home Centers

Rutgers University

L.A. Dreyfus

Hmieleski Trucking Co.

REFRESHMENTS

U. S. Post Office
(S.P. Branch)

QUESTIONS??

ASK A STAFF MEMBER!

Kathy Coyne Sharon Katz
Dr. Judy Elliott Martin Macaluso
Eliner Tannenbaum - Vocational Counselor
PROJECT ADVANCE
Diana Scioscia - Staff Secretary

LAKE STREET

N. J. Bell Telephone Co.

STAFF

Armed Services
(3 Branches)

Sealift Command
(Federal Civil Service)

Posner Laboratories

Symbus Corp.

LANE AVENUE

Somerset-Marriott Hotel Co.

STAFF

Muhlenberg Hospital

Prudential Insurance Co.

Gallastyn-Sutton Mfg. Co.